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ABSTRACT

This book provides K-6 teachers with concrete examples and suggestions for infusing career and employability outcomes with the existing classroom activities. The introduction includes the philosophy and general goals for Career and Employability Outcomes from 1991 Michigan K-12 Program Standards for Quality. The second section describes a nine-step infusion process: gather or locate materials; identify subject matter learner outcomes; identify career and employability learner outcomes; learner activities; learner resources; teacher activities; support services; assessment; and notes. The next two sections provide activities for grades K-3 and 4-6, respectively. Each activity consists of these components: title, subject matter, purpose, primary activity (list of steps to follow), materials list, list of variations, and examples or any required handouts or materials. The last section provides activities for students with special needs. Components of each of these activities are as follows: title; program, e.g., trainable mentally impaired, learning disabled, physically and otherwise health impaired, visually impaired, hearing impaired; subject matter; purpose; primary activity; variations on the activity itself or for specific groups of students with special needs; and examples or any required handouts or materials. Examples of subject matter areas that are included are math, art, reading, social studies, weather, health, physical education, and language arts. (YLB)

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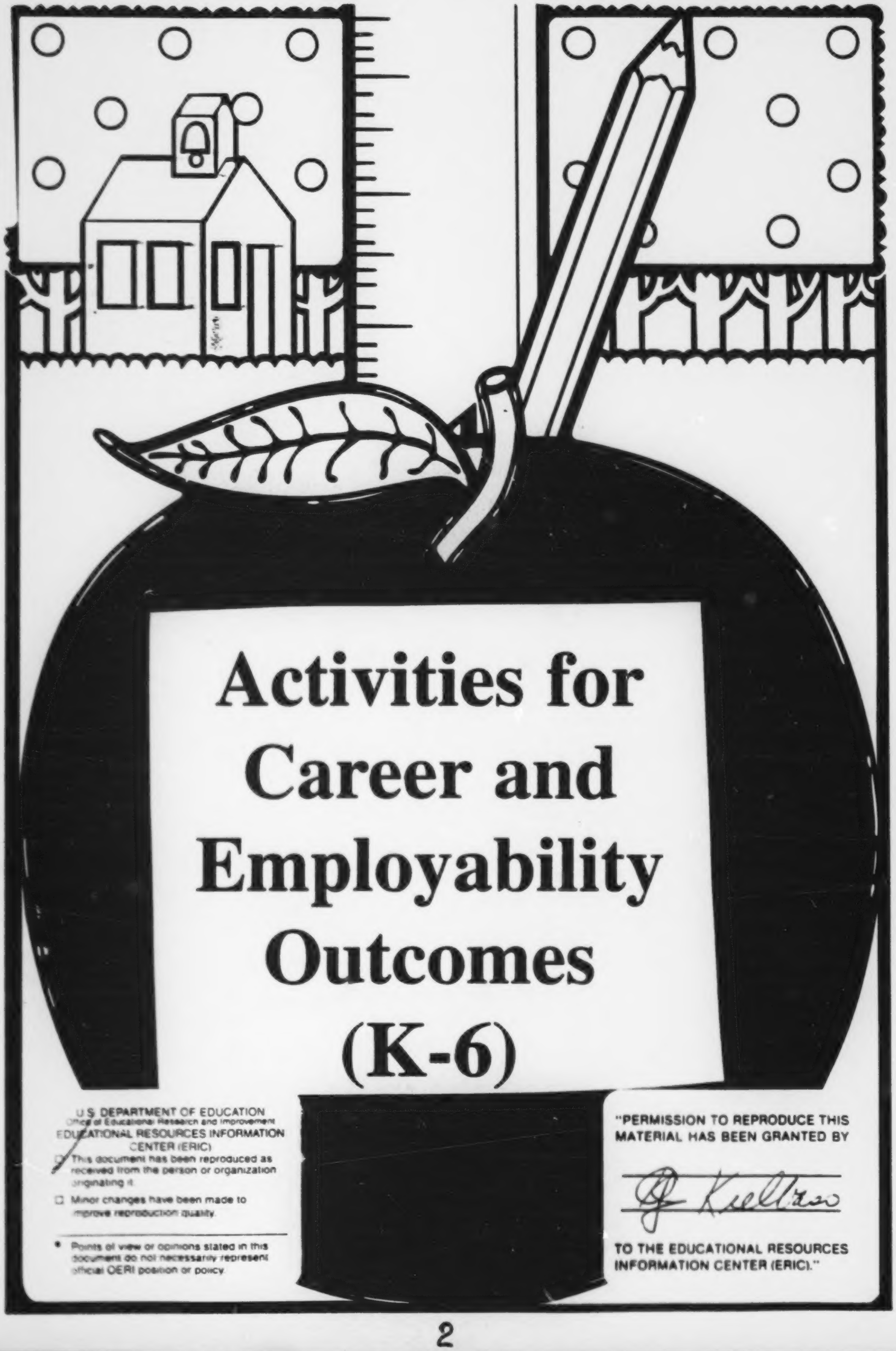

Activities for Career and Employability Outcomes (K-6)

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Introduction

INTRODUCTION

The last decade of the Twentieth Century is a time to focus on the future and to actively prepare students for a fulfilling and productive life in the Twenty-first Century. National and state goals for educational improvements include a strong component in Career and Employability skills. The Michigan State Board of Education adopted a new plan in 1990 for K-12 educational outcomes that incorporates career development, personal management and teamwork skills in the Career and Employability Outcomes component. While it is important to have a general philosophy and broad objectives to guide curriculum decisions at the state and district level, it is equally important for teachers to have concrete examples and suggestions for infusing career and employability outcomes with their existing classroom activities. That is the purpose of Activities for Career and Employability Outcomes.

The original book, Ideas for Activities was developed in 1976 by a team of Michigan teachers. This revised edition, known as Activities for Career and Employability Outcomes, retains many of the original activities, but has recast them in light of the new state plan, including activities for students with special needs. All activities can be adapted for a wide variety of students across the K - 12 span of grades. The book also includes the philosophy and general goals for Career and Employability Outcomes from 1991 Michigan K - 12 Program Standards for Quality.

The reader will note a section on infusing career development activities into the regular curriculum. This is done for two reasons. First, teachers need to be able to incorporate career development into their existing programs without discarding or reducing other instruction, and without creating an additional burden on an already full program agenda. Second, career development activities help to make subject matter instruction more relevant for students. Students tend to learn more effectively when they can see how the new learning has immediate and future value to them in their own lives.

Activities for Career and Employability Outcomes was revised by staff of the Michigan Center for Career and Technical Education: Gloria Kielbaso, Marilyn Servais, and Martha Cain. This edition was made possible with funding and review by the Michigan Association for Career Education, 1995.

Michigan State Board of Education Educational Outcomes

Career and Employability Skills

Philosophy and Goals[1]

The curriculum of a local school district may be based on disciplinary and interdisciplinary learning outcomes that will prepare all students to function effectively in a complex global society, to prepare for the workplace of the future, and to pursue further educational opportunities.

The purpose for including Career and Employability preparation for all students within a district's curriculum is to ensure that all students have the opportunity to develop skills in reasoning, responsibility, and relationships; that is,

1) To provide students with the self knowledge, career information, and general transferable skills necessary to choose, and to be successful in a career which will provide economic independence and self satisfaction.

2) To provide students with the information, knowledge, and skills which will enable them to continue their education, if they so choose.

3) To provide employers and post-secondary institutions with persons who have academic and problem solving skills, and the ability to learn; persons who are able to adapt quickly to new demands, to work in teams to complete tasks; and persons who have the personal management skills which will enable them to function in a responsible and dependable manner.

Desirable Outcomes of Interdisciplinary Career and Employability Skills Programs

Throughout the K-12 curriculum, the program provides students the opportunity to acquire and apply the knowledge, skills, and necessary attitudes for career development, teamwork, and personal management by:

A. **CAREER DEVELOPMENT**

   1. Identifying career and employment opportunities in areas of personal aptitude and interest;

   2. Using labor market and training program information to develop and implement a career decision; and

   3. Using an education and/or career plan of action to implement education and personal career goals.

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[1] From *Michigan K-12 Program Standards of Quality*, The State of Michigan: Lansing, Michigan, 1991, pp. 61-62.

B. TEAMWORK

1. Following oral and written instructions;
2. Developing quality work standards and completing tasks cooperatively and efficiently;
3. Discriminating between opportunities to lead and situations when it is important to follow others' leadership;
4. Acquiring knowledge of personal strengths and weaknesses and an understanding of how the special skills and talents of self and others contribute to the success of team projects;
5. Integrating negotiation, cooperation, conflict management resolution, and respect for individuality into all behaviors.
6. Demonstrating the ability to initiate change and to handle change effectively; and
7. Understanding how to accept and to give constructive criticism.

C. PERSONAL MANAGEMENT

1. Understanding the consequences of deviating from accepted standards of attendance, punctuality, grooming, and personal hygiene;
2. Demonstrating self control, honesty, integrity, and respect for others;
3. Developing the traits of adaptability, flexibility, and openness to change;
4. Developing the versatility to function alone or as a member of a group to complete tasks, with minimum supervision; and
5. Planning corrective action for negative personal habits and behaviors.

Michigan State Board of Education

Career and Employability Outcomes

Objectives[1]

When career and employability outcomes are effectively integrated into all curricular areas individuals will acquire knowledge and skills to prepare them to move into the world of work or further education. This individual is one who:

1. Uses the basic skills of language (reading, writing, listening, speaking), mathematics, science, and social studies in work-related situations;
2. Has a career plan of action and the skills/strategies to implement it;
3. Is an effective team member; and
4. Demonstrates honesty, integrity, and respect to others.

The following categories of outcomes are recommended. Specific outcomes for each level of schooling (elementary, middle/junior high, high school) are delineated.

CAREER DEVELOPMENT

At the elementary school level, students will:

1. Use effective learning and study skills;
2. Identify career and employment opportunities;
3. Recognize that more training and education may lead to a greater variety of career choices;
4. Describe the relationship between doing well in school and performing well in a career;
5. Articulate that career or employment may involve working for self or working for others; and
6. Identify the characteristics of entrepreneurs.

At the middle/junior high school level, students will:

1. Demonstrate an awareness of career and employment opportunities, including business ownership;
2. Explain the advantages and disadvantages of working for self and working for others.
3. Describe how personal aptitudes and interests may lead to future career choices or employment opportunities;

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[1] From *Michigan State Board of Education Model Core Curriculum Outcomes & Position Statement on Core Curriculum*, The State of Michigan: Lansing, Michigan, 1992, pp. 74 -76.

4. Describe the relationship between personal work attitudes and responsible performance in the workplace;
5. Analyze labor market information and training opportunities in a variety of career and educational fields;
6. Develop an individual educational plan of action to achieve personal and career goals, and
7. Describe employer-employee rights and responsibilities.

At the high school level, students will:

1. Identify career and employment opportunities in areas of personal aptitude and interest.
2. Use labor market and training program information to develop and implement a career decision; and
3. Use an education and/or career plan of action to implement education and personal career goals.

PERSONAL MANAGEMENT

At the elementary school level, students will:

1. Meet or exceed the standards for quality of work set by the school;
2. Identify one's personal traits, interests, values, strengths, and weaknesses;
3. Follow oral and written instructions to work productively with minimum supervision;
4. Articulate the dress and personal hygiene standards set by the school;
5. Explain the consequences of substance abuse as it relates to performing well in school;
6. Practice regular and punctual attendance for school and other activities; and
7. Demonstrate honesty, integrity, and respect for others.

At the middle/junior high school level, students will:

1. Meet or exceed standards for class work and attendance and explain the importance of regular attendance and quality work for continuing education or for the workplace;
2. Complete assignments with minimum supervision and initiate projects and extra activities for personal satisfaction;
3. Explain the consequences of deviation from school and/or workplace standards for grooming, personal hygiene, and being free from substance abuse;
4. Contribute new ideas and alternative strategies for solving problems; and

5. Demonstrate new ideas and alternative strategies for solving problems; and the importance of these characteristics for future school and/or work experiences.

At the high school level, students will:

1. Meet or exceed personal standards for quality work;
2. Demonstrate leadership in completing tasks and explain its importance
3. Be innovative or conforming when appropriate and describe the importance of these distinctions in the workplace;
4. Explain the impact and importance of honesty, integrity, and respect for others in school, workplace and society; and
5. Identify the consequences of deviating from the school or workplace standards for attendance, grooming, and personal hygiene and develop a plan for corrective measures, if necessary.

TEAMWORK

At the elementary school level, students will:

1. Work as a member of a team to solve problems, identify alternatives, and achieve a goal;
2. Describe one's role as a team member and identify personal contributions to a completed project;
3. Identify special skills and talents of self and others which contribute to a team's success with projects;
4. Identify methods to manage conflict for constructive solutions to problems;
5. Identify different management and leadership styles in teachers and classmates;
6. Describe the difference between constructive criticism and destructive criticism; and
7. Explain the importance of being open and adaptable to various learning situations.

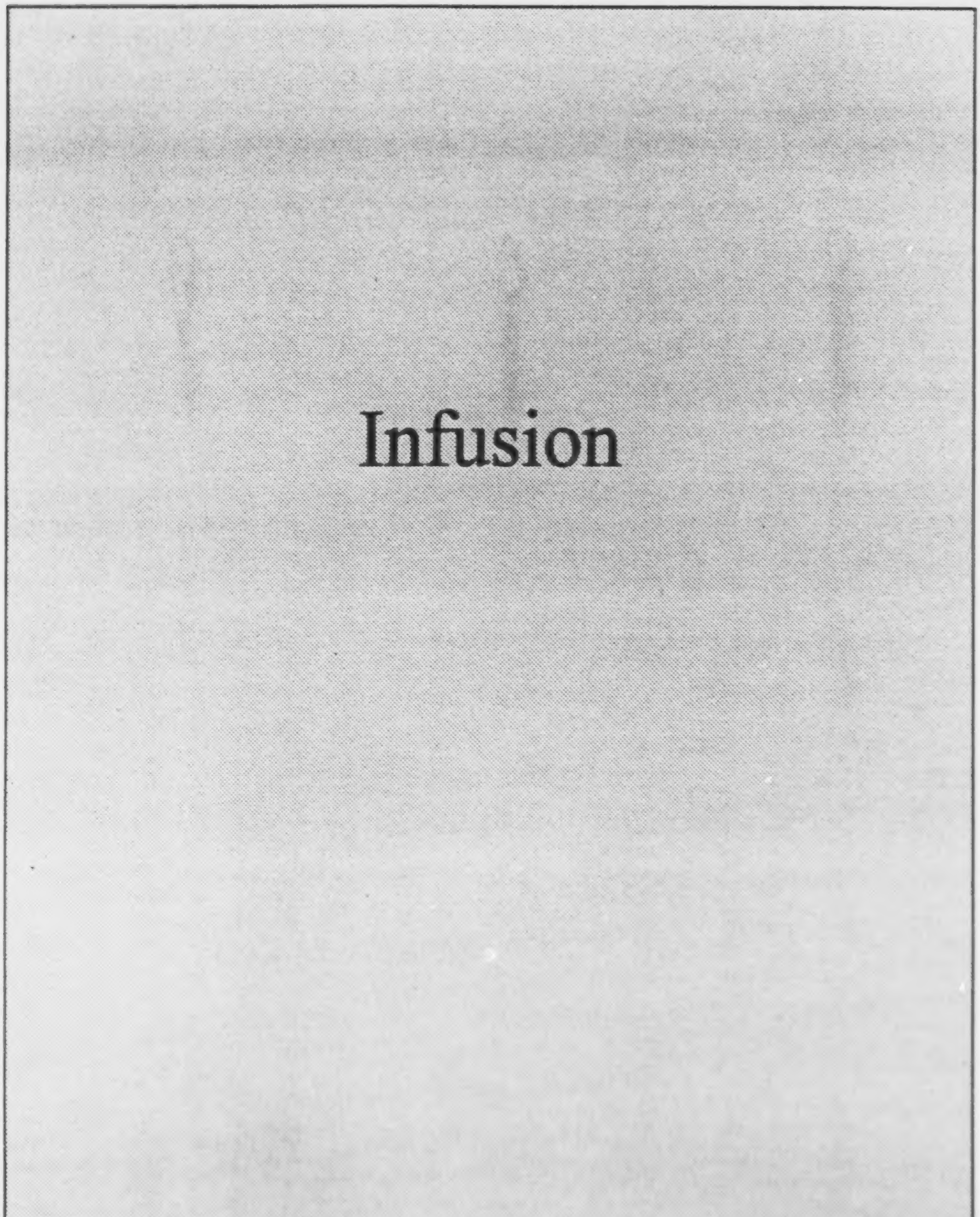
At the middle/junior high school level, students will:

1. Integrate negotiation, cooperation, conflict resolution, and respect for individuality into a team effort to accomplish classroom goals;
2. Describe one's personal management and leadership styles as they contribute to the team effort in accomplishing school and/or community goals;

3. Describe how the unique traits, interests, values, strengths, and weaknesses of self and others contribute to the completion of projects;
4. Apply constructive criticism with team members in order to move toward accomplishment of the team goal;
5. Use a variety of methods to solve problems or complete tasks; and
6. Demonstrate openness and adaptability in a variety of learning situations.

At the high school level, students will:

1. Demonstrate positive self-management, leadership, and teamwork skills in class work, student organizations, community, and workplace projects;
2. Incorporate the management and leadership styles of self and others to attain project goals;
3. Integrate negotiation, cooperation, conflict resolution, and respect for individuality into all behavior to achieve team goals; and
4. Demonstrate the ability to initiate change and to handle change effectively.



Infusion

INTRODUCTION TO THE INFUSION PROCESS

This material has been developed to help you incorporate career and employability activities in your existing course without causing you to discard or reduce the instruction you are now providing.

The series of **Steps** you will follow in planning for infusion are:

1. Gather and/or Locate Materials You Will Need, such as:
   - A. Description of your existing instruction
   - B. Subject matter performance objectives
   - C. Career and Employability Outcomes [1]
   - D. Activities for Career and Employability Outcomes
   - E. Media and community resources

2. Identify Subject Matter Learner Outcomes
   Identify a subject matter area and some learner outcomes for that area with which you want to infuse career and employability outcomes.

3. Identify Career and Employability Learner Outcomes
   Identify those career and employability outcomes which you want to infuse with the subject matter outcomes identified in STEP 2.

4. Learner Activities
   Identify activities which will help your students achieve the outcomes identified in STEPS 2 and 3. Select one or more outlines from Activities.

5. Learner Resources
   Identify resources such as video, tapes, community resource people, etc. to supplement the activities identified in STEP 4.

6. Teacher Activities
   Note things you must do in order to implement the lesson.

7. Support Services
   Note any advanced scheduling or participation by others that must be attended to ahead of time in order to implement your plans.

8. Assessment
   Specify how you will assess your students both prior to and after completing the lesson or unit you are developing.

9. Notes
   After you have implemented and evaluated your lesson, jot down ides for improving your lesson.

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[1] From the *Model Core Curriculum Outcomes*, 1992.

APPLYING THE INFUSION PROCESS

Step 1

Gather and/or locate the materials you will need in order to apply the infusion process.

These materials include:

A. Descriptions of Your Existing Instruction
These could be in the form of existing lessons, units, or curriculum guides. Ideally, your instruction should be described with performance objectives, but a clear description of your instruction will be sufficient.

B. Subject Matter Performance Objectives
You may use subject matter objectives that you, your school district, or another source has already developed. You may also use the Model Core Curriculum Outcomes developed by the Michigan Department of Education as a guide in developing performance objectives for your subject area.

C. Career and Employability Outcomes
The Career and Employability Outcomes are included in the introduction to this book to help you with the infusion process. You may use this set of outcomes as a guide in developing your own performance objectives for career development or you may wish to use objectives developed by your school or another source.

D. Activities for Career and Employability Outcomes
This reference book is a compilation of ideas and activities categorized by subject matter, and grade group. They are ideas and activities that could be implemented in the classroom and that have potential for being used with your existing instruction. These ideas and activities are not meant to be all inclusive, but rather as "food for thought" as you generate your own ideas.

E. Additional Resources
Local, intermediate, regional, and commercial media catalogs: community resources and resources available from the Michigan Center for Career and Technical Education (1-800-292-1606) can help supplement instruction.

Step 2

Identify Subject Matter Learner Outcomes

Using your existing lesson plans or curriculum guides, select a lesson or unit which you would like to use for the infusion process. This lesson or unit should be one that your are comfortable with and that you normally enjoy implementing.

Write down the goal(s) and/or performance objectives (s) for this lesson. Examples of learner outcomes stated as goals and as performance objectives are:

***Examples*: Using only a goal statement**

SUBJECT MATTER LEARNER OUTCOMES

The student should be able to write a complete sentence.

SUBJECT MATTER LEARNER OUTCOMES

The student should be able to define noise pollution, identify sources of pollution and identify ways to prevent or stop noise pollution.

***Examples*: Using a performance objective**

SUBJECT MATTER LEARNER OUTCOMES (stated according to the components of a performance objective)

- Who: third grade student
- Behavior: will write
- Object: complete sentences
- Time: at the end of this lesson
- Measurement: which when examined by the teacher
- Criterion for success: will be correct 80% of the time

SUBJECT MATTER LEARNER OUTCOMES (stated in sentence form)

The third grade student, at the end of the lesson, will write complete sentences, which when examined by the teacher will be correct 80% of the time.

SUBJECT MATTER LEARNER OUTCOMES (stated according to the components of a performance objective)

- Who: The sixth grade student working at the ecology learning center
- Behavior: Will define
- Object: Noise pollution
- Time: at the lend of the learning activity entitled "Noise Pollution"
- Measurement: Which, when compared with the wording on the answer sheet
- Criterion: Is found to be the same in meaning although not necessarily the same wording

SUBJECT MATTER LEARNER OUTCOMES (stated in sentence form)

The sixth grade student working at the ecology learning center will be able to define "noise pollution" at the end of the learning activity entitled "Noise Pollution" and which, when compared by the student to the answer sheet will be found to be the same meaning although not necessarily the same wording.

Step 3

Identify Career and Employability Learner Outcomes

Career and employability outcomes describe what career concept you want to infuse into your lesson or unit. As before, the term "outcomes" is used to mean either goals or performance objectives.

Review the Career and Employability Outcomes section of the Michigan Model Core Curriculum Outcomes[2], a set of goals or objectives developed by your school, or a set developed from another source. Using this set of outcomes, select one or more career development outcome(s) which you feel you could address while teaching the subject matter outcome(s) identified in STEP 2. You may not be able to identify a career development outcome which is compatible with your selected subject matter outcome(s). In this case, you may want to examine the Activities sections of this book which may help you generate some ideas. Experience will enable you to match subject matter and career development outcomes efficiently.

When you have "made a match", write down the selected career development goal or objective(s):

***Example*: Using only a goal statement**

CAREER DEVELOPMENT LEARNER OUTCOMES

The student should be able to identify things he or she can do to make his or her environment more as he or she would like to be

***Examples*: As a performance objective**

CAREER DEVELOPMENT LEARNER OUTCOMES (stated according to the components of a performance objective)

- Who: The sixth grade student working at the ecology center
- Behavior: Will identify
- Object: ways of making his or her environment more as he or she wants it to be
- Time: At the end of the "Noise Pollution" learning activity

- Measurement: Which, when evaluated by the teacher, correspond to the ways contained on a list generated by students
- Criterion for Success: at least four (4) ways are given

CAREER DEVELOPMENT LEARNER OUTCOMES (stated in sentence form)

By the end of the "Noise Pollution" learning activity, the sixth grade student, working at the ecology learning center, will be able to identify at least four (4) ways of making his or her environment more as he or she wants it to be, which when evaluated by the teacher correspond to the ways contained on a student generated list of ways to stop noise pollution.

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[2] Model Core Curriculum Outcomes, Michigan Department of Education, 1992.

THE SUBJECT MATTER OUTCOMES AND THE CAREER DEVELOPMENT OUTCOMES YOU HAVE NOW WRITTEN ARE THE BASIS FOR YOUR "INFUSED" LESSON OR UNIT. REVIEW THESE OUTCOMES TO BE SURE YOU ARE COMFORTABLE WITH THE COMBINATION. MAKE ANY ADDITIONS OR DELETIONS YOU FEEL ARE NECESSARY.

THE NEXT SERIES OF STEPS ARE INTENDED TO ASSIST YOU IN DEVELOPING AN INSTRUCTIONAL PLAN FOR THESE COMBINED OUTCOMES.

Step 4

Learner Activities

As you identified the learner outcomes to be addressed by your lesson or unit, you probably were thinking of appropriate learner activities which would allow your students to achieve success in meeting the goals or objectives you have identified. Ideally, you should attempt to identify numerous activities, any one or two which would be sufficient for most of your students to meet the goals or objectives noted. The benefits of having numerous activities are:

A. Your students can choose activities which best suit THEIR individual learning styles.

B. You can move toward an "activity-centered" classroom by gradually allowing your students to become involved in more and varied activities which they select. This also promotes student decision-making and responsibility for learning.

The Activities in this book are ideas that can assist you in this step. You can use this "idea" book in the following manner:

A. Review ideas from the various sections of the book which apply to your subject matter and career development outcomes you have identified
B. Generate ideas that you feel would be appropriate
C. Adopt, adapt, or develop a series of learner activities from those ideas
D. List your activities as "Learner Activities"
E. Each activity should describe what the STUDENT will do, preferably using a verb to begin each activity
    1. Read an article
    2. View videotape
    3. Listen to tape recording
    4. Make a collage...
    5. Listen to teacher presentation
    6. Participate in small group discussion
    7. Interview a person in the community
    8. Other...

Other materials that might be of assistance to you in identifying learner activities:
A. Samples of various career education lessons or units
B. Career education idea books from other districts, states, etc.
C. Consultants or workshop leaders if you are using this handbook as a part of a career education workshop.

Following are some example activities that have the potential of assisting students in achieving the subject matter and career development objectives discussed in **STEPS 2 and 3** above:

Learner activities

- Example 1:

Walk as a class in and outside the school building listening for various noises. Take a tape recorder and obtain a recording of the walk (include going through the lunch room during lunch)

As a group, list all of the sounds heard on the walk.

Play tape recording to hear sounds and list additional ones that weren't identified in group discussion.

In small groups, classify the identified sounds into two groups- pleasant sounds and annoying sounds.

Have class discuss results of small groups work.

- Example 2:

Interview members of family as to what noises annoy them.

Compile results of interviews.

Have students brainstorm what each can do as a family member to relieve noise annoyance for other family members.

- Example 3:

Find the meaning of the term decibel and learn how it is used in measuring sounds.

Step 5

Learner Resources

This section corresponds directly with the learner activities you have identified. You should identify as specifically as possible, the resources the students will use or need for each activity you have developed. It is important for you to be as specific as possible when listing the learner resources. It will greatly aid your efforts in organizing for the lesson or unit. Having planned in advance exactly what your students will need makes implementing the lesson or unit much easier for both yourself and your students.

The specific listing of the Learner Resources will aid in your efforts at individualizing your instruction. Those students who neither need nor seek a great deal of direction in carrying out the learning activities can work directly form your worksheet in meeting the goals or objectives you have identified for them. They are able to understand what is expected of them and are able to take the necessary responsibility for their own learning.

As you share your lessons or units with other teachers in your district, it will be an easy matter for them to utilize many of the same resources you have identified.

Materials to assist in the identification of resources

A. Local media resource catalogs or guides
B. Intermediate or regional media resource catalogs or guides
C. Resource listings from the **Michigan Center for Career and Technical Education** (1-800-292-1606)
D. Resource guides from other states or federal programs
E. A listing of local community resources, if available

Following is an example of learner resources that complement the activities identified in **STEP 4** above.

Learner Activities	**Learner Resources**
- Walk as a class in and outside the school building listening for various noises	- Students, Teacher
- Take a tape recorder and obtain a recording of the walk (include going through the lunch room during lunch)	- Tape recorder
- As a group, list all of the sounds heard on the walk	- Students, Teacher
- Play tape recording to hear sound and list additional ones that were not identified in group discussion	- Tape recording, Tape player, Students, Teacher
- In small groups, classify the identified sounds into two groups-pleasant and annoying sounds	- Students in small groups, Teacher
- Class discusses results of small groups work	- Students, Teacher
- Interview members of family as to what noises annoy them	- Family members, Student
- Compile results of interview	- Students, Teacher
- Students brainstorm what each can do as a family member to relieve the noise annoyance for other family members.	- Students, Teacher
- Find out the meaning of the term decibel and learn how it is used in measuring sounds	- Learning Resource Center

Step 6

Teacher Activities

Before, during, and after implementing a given lesson (or unit) there are usually many activities which you will want to complete. A question you might want to ask to help yourself identify these activities is: "What must I do in order for the students to be able to do the learner activities?" The answers to this question will be your Teacher Activities.

- *Examples of Teacher Activities*

1. Order audiovisual materials
2. Sign out necessary equipment
3. Break students into small groups
4. Initiate class discussion and explain small group work
5. Contact business\industry in your locale for "partnering" information, such as speaker, video, tours, etc.
6. Resources for the meaning of decibel, how to interview, working in teams.

Step 7

Support Services

Potential cooperative efforts of counselors, people from the community, or other teachers should receive careful consideration in planning resources to implement your lesson plans. Instructional plans may require advanced scheduling and participation by others. Identify and note the needed action(s) for resources which are outside of your immediate and direct control.

- Examples of Support Services:

A. **Budget-**

___ Are there items that you need to purchase for this lesson or unit?
___ Who do you need to check with to make the purchase?

B. **Facilities-**

___ Are you going to use the all-purpose room for some activity?
___ Do you need to make reservations for the room?

C. **Equipment-**

___ What special equipment is needed, such as a VCR or tape recorder?
___ Do you have to reserve this with the Media Center?
___ Are there other tools that you need to acquire?

D. **Coordination With Other Activities-**

___ Do you need to coordinate an activity with other classrooms in the building?
___ Are you going on a field trip that requires students to be out of their other classes?
___ How will you coordinate this with other teachers?

E. **People Resources-**

___ Have you involved guidance personnel?
___ Are people from the community going to be involved?
___ Who are they?
___ Who will contact the people, yourself or your students?

Step 8

Assessment

Developing plans for assessment is a part of writing learner outcomes. In other words, a complete statement of a performance objective should indicate the evaluation technique. In any event, your assessment should determine the degree to which each student has mastered the objective rather than the relative standing of each student in the class.

- Examples of Assessments:

1. Paper and pencil
2. Practical manipulation of objects, materials, and tools
3. Audio recordings
4. Photographs or slides
5. Movies or videotapes
6. Reacting to problem situations through case studies
7. Student reports
8. Student projects and/or exhibits

For more examples see "A Starter List of Potential Assessment Strategies" at the end of this section.

It is entirely possible that prior to your lesson, some of your students can demonstrate the knowledge or behavior that your lesson or unit suggests. Consider how you will assess what your students know prior to implementing the lesson or unit. This will be your pre-test plan. Your post-test plan should be similar to but not exactly like the pre-test.

Your evaluation plans should not only assess student outcomes, but they should also determine if there are any weaknesses in the instructional plan that you will want to improve. How well did the learner's behavior match up with the performance being sought? Were the learning activities good enough to achieve the objectives? How well were the learning activities conducted? These and similar elements should be included in your evaluation of the lesson or unit.

EVALUATION EXAMPLES

Pre-Test	Post-Test
Discussion-What is pollution? What kinds of pollution are there? What can we do about pollution?	Written papers stating pollution sources and ways of preventing it with all statements in the form of complete sentences.

A Starter List of Potential Assessment Strategies

1. Prepare a radio broadcast
2. Deliver a radio broadcast
3. Make a speech dressed as a famous person
4. Write a song about a conflict
5. Make a time line of a famous event
6. Create a scrapbook
7. Construct a diorama
8. Participate in a debate
9. Plan an event
10. Tape an interview
11. Photograph a ....
12. Develop twenty questions
13. Write a letter
14. Send a postcard
15. Develop an advertisement
16. Develop a classified advertisement
17. Write a newspaper headline
18. Prepare a newscast
19. Explain in nonverbals
20. Write a contract
21. Role play
22. Construct a...
23. Complete a check list
24. Give a convincing speech
25. Finish the picture
26. Bingo
27. Write a poem
28. Make a collage
29. Construct a model
30. Make a paper roll movie
31. Demonstrate an experiment
32. Draw a cartoon
33. Identify by matching
34. Develop a video
35. Write a song
36. Make a map
37. Rearrange pieces
38. Create a crossword puzzle
39. Choose the right meaning
40. Read aloud

41. Summarize by writing a paragraph
42. Write a biographical sketch
43. Take part in a debate
44. Be a radio announcer describing a scene
45. Interview
46. Make a graph
47. Sketch a picture
48. Draw a contribution on a mural
49. Match colors
50. Construct a clock from a paper plate
51. Outline
52. Complete the sentences
53. Match the words
54. Write a script
55. Re-write a sentence
56. Construct a paper chain
57. Make a ruler
58. Follow the dots
59. Finish story- write endings
60. Write a beginning to the story
61. Tell what will happen next
62. Write a fairytale using present day jargon
63. Paint a picture
64. Sketch a house in 2010
65. Redesign your body to suit you
66. Write three wishes
67. Make three changes
68. Classify
69. Write a book report
70. Design a cover
71. Construct a book
72. Remodel
73. Construct a clay model
74. Write a paragraph
75. Write about a painting
76. Match the pieces
77. Fill in the squares
78. Design a record sheet
79. Develop a journal
80. Underline the main ideas
81. Construct a synonym list
82. Draw in the rivers
83. Color the climates
84. Identify by drawing

85. Rewrite the scrambled words
86. Rewrite the scrambled sentences
87. Construct a globe
88. Alphabetize
89. Fill in the blanks
90. Keep a growth record
91. Write a rule for....
92. Punctuate
93. Identify by touching....
94. Identify by telling adjectives that describe a ....
95. Develop a daily log
96. Write anecdotes
97. Shade in
98. Regroup
99. Spell a story
100. Make a sampler
101. Keep a diary
102. React by...
103. Make a mirror of yourself
104. List ten words that describe yourself
105. Write a profile of self
106. Bounce a ball
107. Trace
108. Color
109. Cut
110. Make a speech
111. Pantomime a historical event

Step 9

Notes

Make any notes about the lesson or unit which would make it easier for yourself or someone else to implement it another time. Things such as "initiating" activities for the lesson or unit might be included here. Special cautionary notes might be included. A good question to answer might be:

"*What would I want to know about the lesson or unit if I got it from another teacher which might not be evident from just reading the objectives and plans*?"

A Note for our Users: We would appreciate your feedback on how these activities worked for you in your classroom. Any suggestions or comments that you have, we would enjoy hearing. Thank you.

Grades K-3

TITLE: CAN THEY DO THAT?

SUBJECT MATTER: Social Studies

PURPOSE:

1. To recognize that occupations tend to cluster in several ways. (Career Development)

PRIMARY ACTIVITY: (K-3)

1. Put a list of personal strengths on the board

   Examples:

   - Can work with his/her hands
   - Is good with mathematics
   - Can talk well in front of groups

2. Ask the students to choose one of the strengths listed above and make a collage of people who must satisfy that possess that strength in order to perform their job well.

MATERIALS:

1. Magazines with pictures of people in their occupations

VARIATIONS:

1. Put pictures of various buildings on the board. For example: church, school, home, office, and factory. Students cut out pictures of people who would play an important role in that building.
2. Put pictures of various tools and equipment on the bulletin board. Have students list names of people they know who use the tools and equipment in the pictures. Discuss how they know this information and what else they believe a person in that particular occupation may do.

TITLE: CUT-APART SAFETY

SUBJECT MATTER: Social Studies/Language Arts/Spelling

PURPOSE:

1. To enable students to identify safety rules to follow in different work areas. (Personal Management)
2. To enable students to understand the relationship between citizen roles and life styles. (Teamwork)

PRIMARY ACTIVITY: (K-3)

1. Show students a picture in which safety rules are being obeyed in a work situation.
2. Have the class compose a short story about the picture, identifying safety rules being followed in the picture.
3. Copy the short story onto construction paper so that the sentences can be cut apart.
4. Cut the sentences apart and place them in an envelope along with the picture.
5. In their free time, students can arrange the sentences in the proper order so they can read story again and look at the picture.

MATERIALS:

1. Pictures of safety rules being obeyed in work situations
2. Construction paper
3. Envelope

VARIATIONS:

1. Have students write out story on construction paper and cut.
2. Write a story through teamwork where each student has a different job, such as one prints the sentences, one cuts them apart, one arranges the sentences, etc.
3. Use pictures of single occupations--compose short story about occupations.

TITLE: EARS AND NOSE AWARENESS

SUBJECT MATTER: Science/Health/Art

PURPOSE:

1. To enable students to become aware of the functions and care of the nose and ears. (Academic)
2. To enable students to recognize the variety of types and sources of education and training. (Career Development)

PRIMARY ACTIVITY: (K-3)

1. Have students find pictures of how the nose and ears are used (listen to music, listen to radio, smell flowers).
2. Make a bulletin board showing the uses.
3. Study the care of the nose and ears (keep clean, protect from cold).
4. Students identify three types of education or training available in the community to learn more about the ears and nose (health clinic, school nurse, doctor, and hospital). Be sure to stress that both males and females can be doctors and nurses.

MATERIALS:

1. Pictures from magazines showing both males and females in a variety of health occupations
2. Resources of how to care for nose/ears

VARIATIONS:

1. Study construction of nose and ears and how they function.
2. Visit (if possible) an ear, nose, and throat clinic or have a guest speaker. Identify various roles, jobs.
3. Students identify three places to receive education in the health field beyond high school. Discuss how various positions require different types of training.
4. Students research, compare, and contrast community colleges and proprietary schools as to types, cost, and duration of programs offered.

TITLE: THE HOME AND THE FAMILY

SUBJECT MATTER: Language Arts\Social Studies\Math

PURPOSE:

1. To understand that families sometimes choose between spending now and spending later. (Personal Management)
2. For the individual to understand the relationship between family roles and life style. (Teamwork)

PRIMARY ACTIVITY: (K-3)

1. Read Aesop's fable, "The Grasshopper and the Ant". Have the class dramatize the fable or make puppets to act out the story.
2. Make a list of gifts the students would like to get for their family members on holidays, birthdays, Mother's Day, Father's Day, etc. Discuss the importance of wise choices and methods of saving for a gift.
3. Have students tell of family experiences when they had fun without money.
4. Plan a class party or activity which will require a minimum of money or materials. Prepare a budget on the board by asking what they think each party item would cost.

MATERIALS:

1. A copy of "The Grasshopper and the Ant"
2. Catalogs to give students ideas for gifts.

TITLE: HOW DO YOU HELP?

SUBJECT MATTER: Language Arts/Math

PURPOSE:

1. To enable students to practice simple math skills. (Academic)
2. To enable students to establish goals to direct self development. (Personal Management)

PRIMARY ACTIVITY: (K-3)

1. Initiate class discussion about the kinds of things students can do at home. Brainstorm and list the various jobs that students help with. Discuss and the importance of initiating work without having to be asked.
2. Introduce the matrix and have students fill in each day for a week.
3. At end of week, have students count total number of jobs completed.

MATERIALS:

1. Copies of Matrix- see following matrix
2. Pencils

VARIATIONS:

1. Students make list of jobs completed without having to be asked.
2. K thru 1 put marks for jobs completed and count them out loud.
3. Grades 2-3, establish points for degrees of difficulty and total points at end of period.
4. Students draw their own matrix.
5. Use pictures instead of words for various jobs.
6. Generate a list of classroom jobs and include them.

How I Help at Home						
Name:						
	Mon	**Tues**	**Wed**	**Thurs**	**Fri**	**Sat**
Make bed						
Pick up clothes						
Help with dishes						
Set table						
Sort recyclable						
Take out garbage						
Fold laundry						
Feed Pets						
Vacuum						
Dust						

TITLE: LUNCH ROOM

SUBJECT MATTER: Math/Social Science/Health

PURPOSE:

1. To enable students to see practical application of counting and counting practices. (Personal Management)
2. To enable students to identify and acquire information and skills necessary to gain employment related to identified career goals. (Career Development)

PRIMARY ACTIVITY: (K-3)

1. Students decide what skills are needed for classroom jobs. Jobs could be collecting money for milk, lunch tickets, passing out paper. Counting is needed to pass out change, milk, lunch tickets, papers.
2. Students discuss how to conduct interviews in class.
3. During a week or two weeks students take turns interviewing for a classroom job.
4. Students are selected for classroom jobs.
5. Change jobs often so everyone has a chance.

MATERIAL:

1. A basic skill work sheet to be used as an application for job. Those who can complete the basic math skills correctly are ready for the interview.

VARIATIONS:

1. Interview school lunch room workers.
2. List ways in which math plays a role in serving lunches.

TITLE: "ME" BOOKS

SUBJECT MATTER: Art/Health/Math

PURPOSE:

1. To enable students to describe various parts of the body in detail. (Academic)
2. To enable students to recognize that change in learning, physical growth, and/or maturation often leads to a change in self concept. (Personal Management)

PRIMARY ACTIVITY: (K-3)

1. Make a "book" of several pages.
2. Each student chooses a partner.
3. Each student chooses a part of their body they would like to study (hand, foot, leg, face, etc.)
4. With a ruler or tape measure, measure your partners designated body part.
5. Draw your "part" on a page in the "Me" Book
6. Label the drawing with correct name.
7. Label the drawing with the appropriate measurement.
8. Discuss which parts of your body grow and change the most, which parts vary greatly from person to person, and which ones vary very little.
9. Discuss how as we get older our perceptions of our bodies change. Compare it to the idea of how our perception of professions change as we get older.

MATERIALS:

1. Drawing paper--at least 9X12
2. Paper fasteners
3. Pencils or felt markers
4. Ruler or measuring tape
5. Mirror

VARIATIONS:

1. Discuss proportions of body (e.g. Shoulder to elbow same as base of neck to waist or elbow to wrist same as length of foot, etc.).
2. Measure own body, compare to proportions given.
3. Draw image of own body using proportions.

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1. After studying given proportions and comparing own with given, find one or two that are in excess.
2. Make a character drawing exaggerating the excess proportions--exaggerate greatly.
3. Discuss drawings in terms of how one feels about the exaggeration--does this have an influence on self concept. Is the student conscious of this? If so why and what effect? If not why--what effect?

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1. Have students keep the book for a year. Next year have the students repeat the exercise. What changed the most? What stayed the same? What do they anticipate changing the most over the following year?

TITLE: MEASURING FROM HERE TO THERE

SUBJECT MATTER: Math

PURPOSE:

1. To gain experience in using linear measuring instruments. (Academic)
2. For the individual to identify situations and events in his or her life that involve making decisions as a group. (Teamwork)

PRIMARY ACTIVITY: (K-3)

1. Each small group gets 1 bean, 1 inch ruler, 1 regular 12 inch ruler, 1 yardstick.
2. Groups measure and list numbers of beans, one inch rulers, 12 inch rulers and yardsticks it takes to get from the classroom door to the main office door.
3. Groups decide which method of measurement is fastest/slowest, which is least accurate.
4. This event would create more discussion as suggested in #2 above.

MATERIALS:

1. Navy Beans
2. Paper 1" Ruler
3. Rulers
4. Yardsticks

TITLE: MUSIC DECISION MAKING

SUBJECT MATTER: Music/Art/Language Arts

PURPOSE:

1. To enable students to learn differences in music styles. (Teamwork)
2. To enable students to acquire skill in relating factors that influence a decision. (Personal Management)

PRIMARY ACTIVITY: (K-3)

1. Students listen to or sing several types of songs.
2. Afterwards, have students decide which one they like the best and what kind of music it was (classical, country, R & B, rock, pop).
3. Students draw a picture or record on tape **why** they chose the song (do not accept 'I like it' but **why** they liked it).
4. Lead a discussion of the various factors students noted as to why they selected the songs they did.

MATERIALS:

1. Variety of songs, recordings, students sing.
2. Tape recorders.
3. Drawing paper-crayons.

VARIATIONS:

1. Students go to the 'music store' that has records, Cds, sheet music, tapes, simple instruments, etc.
2. Students identify **one** they want **most.**
3. Give reasons for their choice.

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1. Tour a band room and explain the instruments- if possible handle or hold.
2. If band members are present have them explain the instruments and what is involved in playing them (holding breath, puckering lips, holding heavy instruments).
3. After tour, students describe different characteristics that are required for instruments.
4. How do the characteristics suggest different options to band members when deciding to learn to play the instrument?

TITLE: NUMBER BOOKS

SUBJECT MATTER: Math/Art

PURPOSE:

1. To enable the students to show how well they can count. (Academic)
2. To enable the students to recognize occupations in several ways. (Career Development)

PRIMARY ACTIVITY: (K-3)

1. Staple 10 sheets of newsprint together to make a booklet for each student. If you wish, add colored paper covers.
2. At the top of the first page, have the students draw ONE health worker (or worker from any career). On the second page student would draw two workers, etc.
3. Continue this way until one page is completed for each number between ONE and TEN. Possibly one page per day with different occupations.
4. Below the picture(s), print or write occupation and number of workers in each picture.

MATERIALS:

1. Newsprint
2. Stapler
3. Crayons
4. Pencils
5. Colored Paper

VARIATIONS:

1. Use any cluster of occupations for the theme of the book.
2. Use products or services for the theme.
3. Students find pictures in magazines.
4. Draw pictures of tools, uniforms, locations, or equipment clusters.
5. Make a chart divided into TEN sections instead of the book.

TITLE: NUMBER PUZZLES

SUBJECT MATTER: Math/Art/Reading

PURPOSE:

1. To enable students to become familiar with numbers written as words and figures. (Academic)
2. To enable students to acquire information about ten different occupations. (Career Development)

PRIMARY ACTIVITY: (K-3)

1. Gather and set up material as explained below.
2. Students remove puzzle pieces and numbered card from envelope.
3. On table, place the puzzle pieces on top of the corresponding numbered card and turn the puzzle pieces face up.
4. Complete the puzzle of a job situation and settings. The puzzle will depict a variety of workers and/or different occupations.
5. When puzzle is completed, students tell about their puzzle.
6. Return puzzle to envelope when finished with their group activity.

MATERIAL:

1. Label 10 pieces of 8.5 x 11 construction paper one to ten (numbers written out). Example: one, two, three, etc.
2. Identify pictures of job or jobs in a work situation showing conditions and settings. Make sure your pictures include a diverse population.
4. Cut picture into irregular pieces.
5. On back of each puzzle piece write the number (using figures) of the card where the puzzle should be assembled.
6. Place each puzzle in small envelope and attach to their designated number card.
7. Store in large folder or envelope labeled with the same number as the card and puzzle.

VARIATIONS:

1. Students have time trials or contest with puzzles, answering questions about pictures, working, etc.
2. Students take photos of work situations and mount onto poster board or light weight cardboard and cut into a puzzle.

TITLE: OPERATOR'S LICENSE

SUBJECT MATTER: Science/Social Studies

PURPOSE:

1. To develop pride in doing an assigned task properly. (Personal Management)
2. To recognize the variety of types and sources of education and training. (Career Development)

PRIMARY ACTIVITY: (K-3)

1. Demonstrate how to operate and take care of classroom tools/equipment such as: VCR, slide, projector, computer, overhead, etc.
2. Tell the class there will be a test at the end of the session to certify the students for operating the equipment.
3. Student to be assigned to take care of and/or to operate equipment for other classes.
4. License should be renewed each year.

MATERIALS:

1. VCR
2. Slide projector
3. Tape recorder
4. Overhead projector
5. Computer
6. Duplication, copy, or adding machine (optional)
7. Operator's manual

VARIATIONS:

1. Student may be licensed to operate just one tool or piece of equipment.
2. After receiving instruction on how to perform a room duty, the student may be issued a permit to perform the duty. May also be required to instruct others in how to perform a task.
3. Students may prepare a demonstration or manual for next year's class, showing how to operate the equipment.

TITLE: PLANETS

SUBJECT MATTER: Science/L.A.-Oral Communication (Math-Proportions)

PURPOSE:

1. To enable students to become familiar with planets and their relationship to each other. (Teamwork)
2. To enable the student to identify and discuss ways in which others depend on the work they do and how their activities help others. (Teamwork)

PRIMARY ACTIVITIES: (K-3)

1. Divide the class into nine small groups.
2. One person from each group chooses a piece of paper from a hat with the name of a planet on it.
3. Each group makes papier mache model of 'their' planet in relation to the sun.
4. Groups paint 'their' planet when papier mache is dry.
5. Have each group present their planet to the rest of the class. Discuss not only the physical qualities of their planet but also how each group went about making their planet.
6. Decide as a class what should be done with the planets. Be creative. Examples: display planets from the ceiling, create a solar system, etc.
7. Have a class discussion of problems encountered in their group work, how were they eliminated, or how could they have been eliminated?

MATERIALS:

1. Folded pieces of paper containing the names of planets.
2. Papier mache.
3. Foil or paper for planets (starting planet-ball).

VARIATIONS:

1. (Math) upper grades: have the students make the planets in the correct proportions to each other.

TITLE: WHAT DO YOUR GRANDPARENTS DO?

SUBJECT MATTER: Art/Language Arts/Essential Speaking Listening Skills

PURPOSE:

1. For the student to identify the reasons why people's leisure time increases and the repercussions thereof. (Personal Management)
2. For the individual to understand the relationship between leisure roles and careers. (Personal Management)

PRIMARY ACTIVITY: (K-3)

1. This is a "show-and-tell" of grandparents who have developed a hobby or other leisure interest since retirement. For example:
    - A. One grandfather is now a tour guide.
    - B. Someone's grandmother may own a bakery.
    - C. Someone's grandparents may be wildflower experts.

   Invite grandparents to the class.
2. Have students identify and discuss alternative leisure roles and settings.

MATERIALS:

1. Cards on which students can write information about their grandparent's hobbies or new "career" after retirement. (Cards can be filed for future reference.)

VARIATIONS:

1. Students could be required to:
    - A. Write about the grandparent guests.
    - B. Make a drawing demonstrating the guest's hobby.
    - C. Do a report about what would be needed to start a similar hobby.
    - D. Interview their own grandparent(s) to find out what they did before retirement and how it is similar or different from what they are now doing.

TITLE: WHAT'S IT LIKE TODAY?

SUBJECT MATTER: Science/Social Studies/Weather/Health

PURPOSE:

1. To become oriented with a calendar and time measurements; days-weeks-months, etc. (Academic)
2. To begin observation of weather signs.
3. For the individual to identify factors that influence decision making. (Personal Management)

PRIMARY ACTIVITY: (K-3)

1. On a bulletin board display a large calendar with a thermometer chart and weather symbols.
2. Each day use the large calendar to point out the day and the date. Students may wish to write it down. Observe outdoors and decide what symbols represent the day's weather. Put them on a section marked TODAY. Move red mark on thermometer chart to proper temperature. From pictured clothing choose appropriate ones to wear and discuss how it is related to weather symbols.

MATERIALS:

1. Calendar
2. Pictures of clothing items: boots, umbrella, straw hat, sunglasses, etc.
3. Weather symbols-clouds, rain, sun, snow, etc.
4. Thermometer with red and white adjustable elastic to put at correct temperature (May be pictured with ice, water, sun, rather than actual numbers.

VARIATIONS:

1. Chart may include pictures of tools to choose from and describing a task to be done, choose the appropriate tools. Discuss why they would be needed.
2. Plan a party, choose pictures of objects that would be appropriate in terms of:
    - Age of guest
    - Kind of party
    - Money to be spent

TITLE: WORD LISTS - ALPHABET

SUBJECT MATTER: Language Arts/Reading

PURPOSE:

1. To acquaint students with the alphabet. (Academic)
2. To acquaint students with a variety of careers. (Career Development)
3. To enable the students to periodically assess progress on his or her career plan. (Career Development)

PRIMARY ACTIVITY: (K-3)

1. Using alphabet/picture cards, have the students say the name of the letter and give its sound, then name the career shown on the card.
2. Have the students choose three (3) cards each day. On a worksheet with boxes containing each letter of the alphabet, have students write the name of the career in the box under the letter that starts its name.
3. Help students set a goal of mastering a given number of cards per week.
4. Select a day of the week to discuss progress with each student.

MATERIALS:

1. Worksheet master
2. Alphabet cards (see sample list of careers for each letter of the alphabet)

VARIATIONS:

1. Have the students research and describe the characteristics of the an alphabetical list of careers related.
2. Write careers in alphabetical order and list the working conditions of the job. For example, is the job mostly inside or outside? What time of day do people work?
3. These can be done with cards instead of lists.
4. Have the students identify the steps they will use to accomplish the tasks.
5. Later on, have students list the steps they have completed, and have them estimate how long it will take to finish their tasks.

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1. Students make up their own list of careers.
2. Have the students develop a general plan for researching the careers.
3. Have the students establish checkpoints for the plan.
4. Have the student implement the plan and evaluate progress at the established checkpoints.

SAMPLE ALPHABET LIST:

A--ASTRONAUT, ARTIST

B--BANKER, BARBER

C--CAMP COUNSELOR, CHEF

D--DOCTOR, DENTIST

E--ENGINEER, E-MAIL OPERATOR

F--FLORIST, FARMER

G--GARDENER, GRAPHIC ARTIST

H--HAIRCUTTER, HISTORIAN

I--INTERIOR DESIGNER, ICE CREAM MAKER

J--JANITOR, JEWELER

K--KITE-MAKER, KEY-MAKER

L-- LAWYER, LIFEGUARD

M--MANAGER, MUSICIAN

N--NEWS REPORTER, NURSE

O--ORTHODONTIST, OPTOMETRIST

P--POLICE, PHOTOGRAPHER

Q--QUIZ SHOW HOST, QUALITY CONTROL INSPECTOR

R--ROOFER, RESTAURANT OWNER

S--SENATOR, SAILOR

T--TAP DANCER, TEACHER

U--UMPIRE, UPHOLSTERER

V--VETERINARIAN, VIOLINIST

W--WELDER, WEAVER

X--X-RAY TECHNICIAN, XYLOPHONE PLAYER

Y--YARN STORE OWNER

Z--ZOO KEEPER, ZOOLOGIST

TITLE: WORKERS IN THE SCHOOL

SUBJECT MATTER: Language Arts/Social Studies

PURPOSE:

1. To make the students aware that many people work to help the students in school. (Teamwork)
2. For the individual to acquire information about occupations. (Career Development)

PRIMARY ACTIVITY: (K-3)

1. Have a discussion of the people who work in your school and how they help the students and teachers.
2. Visit the places where each person works and listen to them tell about their work.
3. After each visit have a discussion and draw pictures. Make a bulletin board display using the pictures. (Good for Openhouse)
4. Describe for students various situations where students might need to seek help or information from workers in their school. Have students tell which workers they would go to and why.

MATERIALS:

1. None needed

Grades 4-6

TITLE: BALANCING A CHECK BOOK

SUBJECT MATTER: Math

PURPOSE:

1. To provide the students an opportunity to use a two (or three) step problem solving process. (Academic)
2. To gain experience in work related roles and settings. (Career Development)

PRIMARY ACTIVITY: (4-6)

1. Assign each student an account number and instruct students how to make out checks and deposit slips.
2. Give each student a check register sheet that shows a total amount.
3. Provide a number of problems to be solved.

   Examples:
   - You bought 4 rose bushes at $2.49 each and paid for them by check.
   - You mowed 3 lawns and earned $8.50 for each, which was deposited.

4. Each payment must be accompanied by a corresponding check made out for that amount. Each deposit must have a deposit slip attached. The amount should be added or deducted from check register. Keep a running balance as each problem is solved. Check if final balance is correct. If it is not, have students retrace and discover their mistake.

MATERIALS:

1. Copy of a report page from check register for the balance sheet.
2. Simulated blank checks and deposit slips
3. Copies of pages containing problems that will determine amount of checks and deposits.

VARIATIONS:

1. Problems may be increased in difficulty and be directed to any computational process by using fractions or percents.

TITLE: BIOGRAPHIES

SUBJECT MATTER: Language Arts/Reading

PURPOSE:

1. To enable students to read about others. (Academic)
2. To develop an enjoyment of reading. (Academic)
3. To enable students to identify and state tentative career goals. (Career Development)

PRIMARY ACTIVITY: (4-6)

1. Study what biographies are, how they are developed, and how they are written.
2. Have students choose and read a biography.
3. Outline the goals the person had which contributed to their success or failure. Students should note what attention to his/her goals the subject gave at an early age. What helped the subject attain or fall short of achieving their goals?
4. Students should note the amount of attention paid to their career goals at an early age and whether this helped or hindered their success (or failure).

MATERIALS:

1. Various biographies of successful people.

VARIATIONS:

1. Have students identify a future goal relating to school or home.
2. Discuss what a biography is.
3. Students project attainment of chosen goal and write biography including their plan to the achieve goals.

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1. Students read various biographies of famous people whose interests were varied (Leonardo da Vinci, Madame Curie, Martin Luther King).
2. Students give reasons why people form multiple career goals.
3. Students identify how formulating alternative goals can enhance a person's flexibility.
4. Students write a simple autobiography emphasizing alternative goals and flexibility.

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1. Students identify occupational, leisure, educational, and citizen goals.
2. Students project their future ten or twenty years from now.
3. Write autobiography showing how they pursued career options that allowed them to achieve their goals.

TITLE: CLASSROOM JOBS

SUBJECT MATTER: Language Arts

PURPOSE:

1. To assist students in using appropriate grammar, punctuation, and spelling when expressing themselves. (Academic)
2. To identify and acquire the information and skills necessary to gain employment related to identified career goals. (Career Development)

PRIMARY ACTIVITY: (4-6)

1. Explain to students that personal "resumes" are often required of job applicants.
2. Students help identify those things important in a resume. The list should include: name, address, telephone number, education, experience, why they are capable of doing the job, and who would recommend them for the job.
3. Create classroom jobs (i.e. collecting milk money, taking attendance, and collecting papers).
4. Students submit resumes for the job(s) which they are most qualified.
5. Appoint a selection committee to review the resumes and decide which applicants should be interviewed for each job.
6. Help the students realize the importance of making the final decision about hiring an applicant on the basis of qualifications revealed in the resume and interview.
7. Provide an opportunity for the students to assume leadership roles.

MATERIALS

1. Sample resumes
2. Paper and pen/pencil
3. Computer resume program (optional)

VARIATIONS:

1. If the students have computers or can type, they may be requested to provide a printed copy of their resume at a later date.

TITLE: COLLAGE OF SIMPLE MACHINES

SUBJECT MATTER: Science/Math

PURPOSE:

1. To introduce the work of simple machines. (Career Development)
2. To enable students to describe the advantage and disadvantage of depending on others and being depended upon. (Teamwork)

PRIMARY ACTIVITY: (4-6)

1. Provide a unit, discussion, or video on simple machines.
2. After introducing simple machines (including our dependency on machines) students divide into small groups (6-8) to make a collage of people and simple machines from magazine pictures.
3. Students organize within their small groups to get the task done. (You might want to discuss importance of small group work.)
4. While students are working on the collages, encourage them to be aware of their interactions.
5. Groups present their collages to the rest of the class.
6. After completion, generate discussion about the inner-workings of small groups and the advantages/disadvantages of depending on others and having others depend on you. Did everyone follow through with their assigned task? Did people disagree about what they believed their role in the group was? Did one person try to dominate?

MATERIALS:

1. Magazines
2. Scissors
3. Paste
4. Mounting board

VARIATIONS:

1. Classroom teacher and Art teacher team plan and implement.

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1. Develop separate collages for various occupational clusters.

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1. Team with another class who could do a collage for another area of science. Share and discuss the collages. Give to K-3 for their science bulletin board, corner, or library.

TITLE: COMMUNICATION WITHOUT WORDS

SUBJECT MATTER: Language Arts/ Physical Education/ Health

PURPOSE:

1. To demonstrate how sound is a form of communication. (Academic)
2. To enable students to recognize that change in self-concept can be the result of learning, physical growth, and/or maturation. (Personal Management)

PRIMARY ACTIVITY: (4-6)

1. List different sounds we can make. Discuss how they are made. See attached matrix.
2. After each word and activity list what each sound can mean, example: laughing (happy, embarrassed); screaming (surprised, frightened, excited).
3. What are people doing when we make these sounds? (Help students arrive at conclusion that sounds are a way of communicating).
4. Discuss how one can communicate self-concept and emotions to others without speaking. Have students discuss how they know when people are angry, happy, eager, intelligent without being spoken to.

MATERIALS:

1. Paper
2. Markers
3. Matrix for sounds and their origins (see attached matrix)

VARIATIONS:

1. Discuss how one can communicate to others the things (or concepts) they like or dislike about themselves (they do not like their nose, they think they have pretty eyes).

---

1. Have students communicate through letters, acting, plays, songs, poems. How does feedback about his/her work influence their self concept?

Name: ____________________

Communication Without Words

In the following matrix, list the different sounds that people can make (other than talking) and how they are made. Below are several examples to get you started.

Sound	Origin
coughing	throat muscles, stomach
stamping	foot, leg, hip
singing	vocal muscles, diaphragm
snapping fingers	fingers, hand

TITLE: COMMUNITY HEALTH CLINIC

SUBJECT MATTER: Language Arts/ Social Studies/ Health

PURPOSE:

1. To provide an awareness of community or county health services. (Career Development)
2. To enable students to understand individual differences in education and training needs. (Career Development)

PRIMARY ACTIVITY: (4-6)

1. Visit a community or county health clinic.
2. Interview workers about life styles and type of education or training.
3. At school, compare and contrast the occupations of people interviewed, their training or education, and life styles. What does this tell us?
4. Write "Thank-You" letters for the visit and interview.

MATERIALS:

1. Paper/writing tools.
2. Transportation to clinic.

VARIATIONS:

1. Class identifies several adults they know employed in the health field (doctor, dentist, school nurse, or clinic worker).
2. Students write, telephone, or visit people in different occupational settings to find out where they received their education or training.

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1. Interview clinic workers ranging from custodians to doctors.
2. Students create a typical synopsis of each job and list the qualities of a person who would do well in that type of job.
3. Students suggest appropriate education and training activities for that person (take into consideration background, abilities, and goals).

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1. Research which jobs are required in a clinic. Role play the school clinic.
2. After role playing, students write (or discuss) the reasons why additional education after high school would benefit them if they were to prepare for the job they role played.
3. Students list the reasons why additional education or training after high school would benefit them if they were to prepare for the job they actually hoped to get and why.

TITLE: COMMUNITY PROJECTS

SUBJECT MATTER: Science/Ecology/Social Studies & Community Agencies

PURPOSE:

1. To recognize the individual's responsibility for environment. (Personal Management)
2. To identify factors that influence citizenship roles. (Career Development)

PRIMARY ACTIVITY: (4-6)

1. Discuss or show a film/video on a community service agency.
2. Contact a local community agency and volunteer to do a class service project.
3. Introduce a member of the agency to explain how that agency serves the people of the community. Ask how they decided to work there and what qualifications are needed in order to work in that agency.

MATERIALS:

1. Resource person from government or service agency.

VARIATIONS:

1. Have a member of a service club explain the function and purpose of their club.
2. Interview parents or teachers who belong to service clubs and make a list of benefits the community enjoys from the proceeds of these clubs.
3. Have a school yard "clean up" day. Pick up and dispose of trash, weed flower beds, and wash windows.

Note: The local Chamber of Commerce may provide a list of contacts or ideas for community service.

TITLE: DIVIDING WORDS

SUBJECT MATTER: Health/Language Arts

PURPOSE:

1. To hear parts of words. (Academic)
2. To use words relating to one's mental, physical, and attitudinal self. (Personal Management)
3. To recognize similarities and differences between self and others. (Teamwork)

PRIMARY ACTIVITY: (4-6)

1. Students form two lines, facing the person across from them.
2. Choose one line to go first. Have the students describe the person standing across from them in one word.
3. The person being described holds up the number of fingers which indicate the number of syllables in the descriptive word (i.e. two fingers for two syllables).
4. Reverse the roles.
5. Follow with discussion of the words used to describe people.
6. Initiate discussion about the differences between people and whether words are adequate to describe the mental images of people.

VARIATIONS:

1. Students form two lines by standing across from their partner.
2. One student names a body part.
3. The partner gives own physical characteristic of that named body part (i.e. Hair- brunette, nose-slim, legs- long)
4. Continue down line.

---

1. Divide students into three teams.
2. First team, each member writes a type of emotion on a slip of paper and places it in a hat.
3. Each member of the second team selects an emotion from the hat and acts it out.
4. The third team guesses as to what emotion is being acted out.
5. Compare the estimated emotion with the intended emotion.
6. Discuss what kind of reaction one feels when hearing word said.

---

1. Students write or tape a descriptive story about the physical, emotional, and intellectual characteristics of an imaginary animal that would represent the students' superego.

TITLE: ELECTRICAL WIRING TASKS

SUBJECT MATTER: Science/Electricity

PURPOSE:

1. To acquaint students with electrical circuits. (Academic)
2. For the students to acquire information about electrical occupations. (Career Development)

PRIMARY ACTIVITIES: (4-6)

1. Post a wiring diagram of a lamp in a series and a parallel circuit.
2. Discuss the importance of proper wiring and the problems that can occur as a direct result of faulty wiring. Discuss the important role of inspectors.
3. Select a student to be an electrical inspector for the class.
4. In the lab, have students assemble dry cells, lamps, sockets, and bells using series and parallel circuits.
5. Have the electrical inspector check each circuit and sign a worksheet stating the students completed a proper wiring job.
6. Invite an electrician to tell about his/her job. Show wiring diagrams for house or other jobs. Exhibit various tools and demonstrate how they are used. Discuss the benefits and drawbacks of the job and the occupations available to those with electrical skills.

MATERIALS:

1. Dry Cells
2. Small lamps and sockets
3. Bell wire and wire cutters and strippers
4. Worksheet with wiring tasks listed & questions to be answered
5. Resource person (electrician)
6. Wiring diagram charts made from science book showing diagrams of simple wiring tasks.

VARIATIONS:

This activity can be varied by the complexity of tasks given.

1. Wire a flashlight bulb to the poles of battery.
2. Wire a set of lamps in series circuit and then in parallel circuit. Compare brightness.
3. Diagram for making an electromagnet.
4. Wire a door bell.
5. Wire a lamp with a metal contact switch.

TITLE: EXPLORING THE OCEAN

SUBJECT MATTER: Science/Oceanography

PURPOSE:

1. For the students to develop an awareness of the physical problems to be considered during ocean exploration. (Academic)
2. For the individual to acquire skills in developing options. (Personal Management)

PRIMARY ACTIVITY: (4-6)

1 Research the bathyscaph and bathysphere.
2. Consider basic survival needs for humans: air, food, water.
3. Students design, draw, and/or assemble an underwater sea lab for humans, taking into consideration the essential needs of humans.
4. Plan activities in which the underwater sea lab is used for three days.
5. Have the students discuss their feelings about their underwater living quarters. What did they find beneficial? What did they dislike? Would they like to live underwater? Why or why not? What are the advantages and disadvantages of living on land?
6. Discuss career opportunities in oceanography. What skills would be needed? Where would you work? What kind of training would be required? Who would employee oceanographers? What are some of the possible benefits and downsides to being an oceanographer?

MATERIALS:

1. Drawing paper and pencil
2. Cardboard boxes
3. Colored Construction paper
4. Tape or glue
5. Scissors

VARIATIONS:

1. Students are asked to design a houseboat on which they live.

TITLE: FACT OR OPINION

SUBJECT MATTER: Language Arts/Social Studies

PURPOSE:

1. For the students to be able to recognize different points of view. (Teamwork)
2. For the students to gain decision making experience. (Personal Management)

PRIMARY ACTIVITY: (4-6)

1. Discuss what facts and opinions are and how they differ.
2. Students give examples of fact and opinion.
3. Make a blank chart with two columns (see attached matrix).
4. List several statements that are relevant to the students in your class.
5. Have students copy the statements onto their matrix and have them check whether they believe the statement is a fact or opinion.
6. Have the students discuss the statements and tell why they recorded each statement as a fact or an opinion.

MATERIALS:

1. Matrix (see attached matrix)
2. List of facts and opinions

Sample statements:

1. Abraham Lincoln was the best president of the United States.
2. Pontiacs are American-made cars.
3. Girls are smarter than boys.
4. The best teachers and nurses are women.
5. Art is the most interesting subject in school.
6. There are more boys than girls in our class.
7. Lisa is the most beautiful girl in school.
8. John F. Kennedy was assassinated.
9. Construction jobs should only be for men.
10. It is important for everyone to go to college.

Name: ____________________

Fact or Opinion?

Statement	Fact	Opinion

TITLE: FAMILY MATTERS

SUBJECT MATTER: Social Studies/Language Arts

PURPOSE:

1. To assist students in the group decision making process. (Teamwork)
2. To enable students to identify factors that influence decision making. (Personal Management)

PRIMARY ACTIVITY: (4-6)

This is a role playing activity in which each member of a family must decide where and how each person can do the activities they enjoy.

1. Form groups of five students.
1. Each student in the group is given a card stating which family member they are, their daily schedule, and their favorite activities.
2. The teacher reads the following introduction:
"This family group must decide their daily schedule, including their activities. You need to take into consideration the needs and interests of the other family members. There are 4 bedrooms, a bathroom, a living room, and a kitchen in the home. The piano is in the living room.
3. Each group role plays how they would decide their family's daily schedule, including the location and time of their hobbies.
4. After the exercise, discuss the problems that arose in each family. How were they solved? What were some other possible solutions?

MATERIALS:

1. Grandmother- is 70, she likes to travel and exercise. She walks in the morning at 7:00 a.m. and goes to bed around 10:30 p.m.
2. Mother- is 45, she is a lawyer who was recently elected to a political office. She sleeps from 11:30 p.m. to 6:30 a.m. and works from 8:00-5:00. In her free time she enjoys fishing, golfing, sailing, and chess.
3. Father-, is 45, he is a teacher and works from 7:30-3:30 and sleeps from 11:00 p.m. to 6:00 a.m. During his free time he enjoys cooking, singing in the church choir, camping, and working in the yard.
4. Stacey- is 18, is working part-time while going to college in the morning. She wakes up daily at 7:00 and begins her first class at 8:00. She works as a musician in a jazz band playing drums from 6:00 p.m.-11:00 p.m. She must practice from 1:00 p.m.-4:00 p.m. every day. She goes to bed around midnight.
5. Chad- is 15, he attends school during the day. He sleeps from 11:00 p.m. - 7:00 a.m. He needs to practice soccer, swimming, and the piano.

How and when can each member of the family participate in their individual activities without interfering with the other family member's activities and still spend time together as a family?

TITLE: FARM TO MARKET MURAL

SUBJECT MATTER: Social Studies/Marketing/Science

PURPOSE:

1. To develop an understanding of the relationship between geographical factors and the marketing and distribution of a product. (Teamwork)
2. For the individual to understand the relationship between the occupational world and the economic system. (Career Development)

PRIMARY ACTIVITY: (4-6)

1. Make a mural depicting a consumable product from the farm to processing, to retail market, to consumer.
2. Use or make maps to study the growing season and availability of product.
3. List all workers involved in processing and transporting product.
4. Visit retail market and observe packaging, display, storage, and pricing of the product.

MATERIALS:

1. Mural paper and materials such as chalk, magic markers, or crayons.
2. Product and growing season maps for local area.

VARIATIONS:

1. Role play the processing or marketing of a product.

---

1. Divide class into groups.
2. Each group is assigned an agricultural cluster to study and make present to the class. Examples of agricultural clusters: farmers, factory workers, truckers, buyers, stockers, and clerks.

---

1. Plan a series of field trips where students observe the operation of each business. One example would be to visit apple farm, warehouse, cannery, cider mill, or trucking company.

TITLE: FIRST-AID SIMULATIONS

SUBJECT MATTER: Health/Language Arts

PURPOSE:

1. To assist students with basic first aid practices. (Teamwork)
2. For the students to gain decision making experience. (Career Development)

PRIMARY ACTIVITY: (4-6)

1. Review general first aid procedures.
2. Setup six stations, each dealing with a different hypothetical accident that requires first aid. At each station have a person knowledgeable in first aid (parent, teacher, older student).
3. Divide the class into small working teams.
4. Each team rotates from one station to the next until all the stations have been completed.
5. For each station the team must state and complete their plan of action to fit each hypothetical situation.

MATERIALS:

1. First aid materials
2. Health or first aid text
3. Parent, teacher, or older student volunteers who have had basic first aid training.

VARIATIONS:

1. Divide class into small working teams.
2. Teacher presents a hypothetical accident. Within their groups the students select victim(s), decide what they will do, and implement their plan in a role play situation.
3. Discuss the situations and solutions for the problem.
4. Present additional hypothetical situations.

TITLE: FOODS/NUTRITION

SUBJECT MATTER: Health/Science

PURPOSE:

1. To enable students to see the benefits of proper nutritional habits. (Personal Management)
2. To enable students to understand the relationship between an income and life style. (Career Development)

PRIMARY ACTIVITY: (4-6)

1. Study a proper balanced diet and what food groups are involved.
2. Study the types of foods people buy on a very small income (use government information as well as information from the media).
3. Study the types of food people with middle income and high income buy.
4. Compare the various lifestyles and eating habits to a balanced diet. Discuss which lifestyles have the best and nutrition and the possible causes.
5. Discuss which gender typically has better eating habits and the possible reasons why.

MATERIALS:

1. Information on buying habits of various levels of income through government publications.
2. Survey food stores to see what types of people often buy what types of food. (Ex: families, young adults, teenagers)

VARIATIONS:

1. Have the class go to a local grocery store as a class or with an adult.
2. Observe customers at a checkout lane. Who is buying more "nutritional" food? What is their estimated socioeconomic level? Their gender? Their age? Who tends to buy more unhealthy food?
3. As a class, discuss the results. Did the students findings vary or were they consistent?

---

1. Discuss types of occupations involved in nutrition (dietitians, chefs, buyers, inspectors, etc.).
2. Each student chooses an occupation and conducts research on it. Have them investigate life styles of occupation chosen (include hours worked, education, pay range, type of work, place of work). What is a typical day like for someone in that occupation?
3. Have students report their findings to the rest of the class.

TITLE: GOOD WORK BOX

SUBJECT MATTER: Language Arts/Citizenship

PURPOSE:

1. To have students observe and write about positive goals and work habits. (Personal Management)
2. To enable students to acquire skills in developing options. (Teamwork)

PRIMARY ACTIVITY: (4-6)

1. Begin by discussing the positive work habits that you have noticed in the classroom.
2. Have students identify actions they believe are positive and the effects of that good behavior on the rest of the class.
3. When a student observes someone exhibiting good work habits have them write out an explanation of what they saw and place it in the box. It may be signed or unsigned.
4. Once a day, have students read slips from the box.
5. Initiate class discussion about how students feel about good work habits. Discuss what the students could have done instead which would not have been as beneficial.

MATERIAL:

1. Cut slot in top of shoe box.
2. Cover or decorate box.
3. Provide a supply of paper beside box.

VARIATIONS:

1. After discussing positive/negative work habits, students observe work habits of self and others for one day. Explain in an essay or on tape why different characteristics may suggest different options in study/work for an individual.

---

1. Identify specific work habits for an occupation based on the student's knowledge. Match work habits with those required by occupations, using an advertisement for the occupation.

---

1. Study story of LITTLE RED HEN (or similar story) and discuss attitude of characters toward the work needed to be done. Discuss options that were open to the characters, and their decisions.

TITLE: GOVERNMENT RESOURCES

SUBJECT MATTER: Language Arts/Social Studies

PURPOSE:

1. For students to gain an awareness of government services and the decision of taxing. (Academic)
2. For the students to understand the relationship between political systems and citizen roles. (Career Development)

PRIMARY ACTIVITY. (4-6)

1. Construct a table-top model (with drawings or with paper cut-outs) of your city or community. Locate the various schools, playgrounds, streets, stop lights, fire and police cars provided by the government.
2. Using the above activity, have the students substitute parks, school yards, streets, zoos, stadiums, and other governmental services in place of what is already in the model. Stress the problems that will arise when homes and businesses need to be removed. The cost of lost taxes should also be discussed.
3. Ask several students to look at the price statement on the gasoline pump at their local service station.

Gasoline	? cents
State Tax	? cents
Federal Tax	? cents
Total	? cents

4. Discuss what the above figures mean in terms of private and government spending for goods and services.
5. Discuss careers in governmental services.

VARIATIONS:

1. Ask class to go for a "tax" walk with their parents or an adult companion.
2. Observe goods and services that families or neighborhoods buy together such as: streets, police protection, defense, bridges, schools, parks, zoos, etc.
3. In class, have the students discuss their "tax walk" and tell why it is important to buy things together (as a family or community).

TITLE: HEALTH AND SENSES

SUBJECT MATTER: Health/Language Arts

PURPOSE:

1. For the students to identify the five senses, their function, and their importance. (Academic)
2. To identify factors that influence decision making. (Career Development)

PRIMARY ACTIVITY: (4-6)

1. Have students identify their five (5) senses and choose the one (1) they value the most.
2. Divide the class into five groups according to the sense they value the most.
3. In the small groups, have the students role play a given job or activity without the use of the sense their group represents (e.g. passing out papers without the use of their eyes).
4. Have students list the reasons why they felt that sense was the most important.
5. Initiate class discussion about reasons listed. What helped them overcome their obstacles? How could what they learned be transferred to their everyday life, and jobs?

MATERIALS:

1. List of jobs or activities involving one of the five senses.
2. Paper to write factors for their decisions.

VARIATIONS:

1. Have the students identify one (1) sense.
2. Discuss with the students how that sense influences their daily decisions.
3. Act out some of those decisions with the senses identified.
4. Act out decisions without using the particular sense. How did the decision or the decision process change as a result of the absence of one sense?

---

1. After studying the five senses, have the students place a value on each sense using a 1-5 point range. (Numbers can be used more than once). Have students total the value numbers.
2. Auction off the five senses. (Students total points based on ratings).
3. Students cannot 'buy' more than their total rating points. (If they bid all of their points on sight, they will then be without points to bid on the other senses, or they may spread out their bidding to gain a little use of all five senses).

TITLE: HEALTH SERVICES

SUBJECT MATTER: Science/Health

PURPOSE:

1. To recognize the variety of occupations, sources of education, and training in the health field. (Career Development)
2. To study the human body systems (skeletal and muscular). (Academic)

PRIMARY ACTIVITY: (4-6)

1. Students choose one occupation from a list of hospital jobs that they would like to investigate.
2. Students research the requirements of that job and what that job would entail. What part of the body would that profession deal with the most? What kind of injuries or illnesses do the students anticipate having to treat?
3. Students share what they learned with the class. Have them explain their occupation to others and why they are interested in that position. What do they not like about the job?
4. Have students prepare questions they are interested in knowing about their selected career. For example: expected salary, education, and training.
5. Research information from an occupational brief, careers encyclopedia, or book on health services.
6. Read and evaluate one anther's research.
7. Discuss the similarities and differences between the occupations in terms of required education, pay, hours, etc.

MATERIALS:

1. Occupational briefs
2. Careers Encyclopedia
3. Variety of books on working in health services
4. Job application forms

VARIATIONS:

1. Using same type of information, have students write a story: "A Day in the Life of ____."

---

1. Role play medical contacts by patients (from diagnosis to treatment).
2. Parts chosen by application in #4 Primary Activity above.

TITLE: HELP WANTED CLUSTER GAME

SUBJECT MATTER: Language Arts/Social Studies

PURPOSE:

1. For the students to recognize that occupations tend to cluster in several ways. (Career Development)

PRIMARY ACTIVITY: (4-6)

1. Make a chart containing job clusters, assign a number to each cluster.
2. Have students go through "help wanted" section of classified ads.
3. Students write the number of the job cluster that would be most appropriate on each ad.
4. Discuss how several jobs fall under each cluster.

MATERIALS:

1. Classified section of newspaper.
2. GOE (Guide to Occupational Exploration) from counselor's office

VARIATIONS:

1. Have students work in groups, each with a cluster matrix.
2. Fill in the matrix with the jobs in the classified ads.
3. Discuss the kinds of jobs available, the clusters that seem to be in greatest demand, and why.

EXAMPLES OF CLUSTERS (If GOE not available)

1. Agriculture and Natural Resources
    - A. Forestry
    - B. Horticulture
    - C. Landscape Architecture
    - D. Floriculture

2. Business Services and Technology
    - A. Clerical, Receptionist
    - B. Management, Sales
    - C. Computers
    - D. Accounting

3. Health Occupations
    - A. Nursing
    - B. Dental
    - C. Emergency Medical Technicians
    - D. Home Health Aid

4. Trades and Industrial
    - A. Drafting
    - B. Automotive
    - C. Cosmetology
    - D. Construction

5. Marketing and Hospitality
    - A. Food Service
    - B. Retailing
    - C. Travel Agents
    - D. Hotel, Motel Operation

TITLE: HILLY-FLAT, HOT-COLD

SUBJECT MATTER: Geography/Social Studies

PURPOSE:

1. To enable students to recognize the effects of topography on culture. (Academic)
2. To enable students to identify reasons an individual may choose to enter or leave a specific occupation. (Career Development)

PRIMARY ACTIVITY: (4-6)

1. While studying a particular area or state (other than Michigan), have students list activities a person might do during a normal day (swim, surf, walk to work, farm, ski, ride a horse) if they lived in that area.
2. Identify those activities on the list (or try to add others) that people would be unlikely to do if they lived in Michigan because of the different climate or physical setting.
3. Assist the students in identifying occupations that are common in the other area or state and not in Michigan (and visa versa). Identify why.
4. If they were to choose one of these occupations, would they want to move? Why?
5. Summarize through a discussion which draws out the following point: Geography is often a factor which influences a person to decide on a particular occupation.

MATERIALS:

1. Paper and pencil
2. Map of region studying that shows topographic characteristics of the region.

VARIATIONS:

1. While studying a given geographic area, have students develop "A Day in the Life Of..." book for a person living in that area. Have students discuss weather conditions, common modes of transportation, type of employment available.

---

1. Have students study a particular geographic area. List the natural disasters that are likely to occur in that area (i.e. earthquakes, hurricanes, tornado, flooding) and these events effect the culture of that area.

TITLE: HOW DO YOU SELECT A BOOK TO READ?

SUBJECT MATTER: Art/Language Arts/Library Skills

PURPOSE:

1. To encourage students to read for pleasure. (Academic)
2. To enable students to recognize similarities and differences between their interests' and the interests' of others. (Teamwork)

PRIMARY ACTIVITY: (4-6)

1. Plan a trip to your school library.
2. At the library, ask one student to select a book he or she would like to read because of its interesting cover.
3. Have the student share with the class why he/she like the cover. Have them predict what the book is about. Discuss the various features of the cover (color, design, action, mood).
4. Ask rest of the class to select books to read based on the design of the cover.
5. Have each student explain why they chose their particular book. If possible, compare various subjects that were selected and discuss their similarities and differences.
6. Discuss if the cover related to the context of the book. Was the cover misleading? Did the student enjoy the book? Can you really "judge a book by its cover"?

MATERIALS:

1. Library books

VARIATIONS:

1. Have students choose a book to read based on interest area.
2. Group students by similar interest areas, based on books selected.
3. Have each group make a list of other common interests and a list of dissimilar interests.
4. Have each group discuss how their book selection relates to the list.

---

1. Have students choose books based on their individual interests.
2. With the Librarian's assistance, have students survey the types of books checked out by students in the next grade up or next grade down. (Use check out cards).
3. Compare and contrast the interests of the other class with those of your own class. What are the results?

---

1. Have the students list the types of movies, poems, or television programs they enjoy.
2. Have each student list three values they feel their list of entertainment encourages (peace, violence, individuality, and education).
3. Group students according to general types of entertainment selected.
4. Have each group compare individual lists and discuss similarities and differences that become evident.

TITLE: INDIVIDUAL PLANNING

SUBJECT MATTER: Spelling (Words chosen from any occupation).

PURPOSE:

1. To develop proficiency in spelling. (Academic)
2. To identify and learn about occupations. (Career Development)

PRIMARY ACTIVITIES:(4-6)

1. Post or provide a file of occupations the students can use as a source of occupational information.
2. Have the class choose an occupation for the week. Research what that job would entitle and the terminology that is used frequently in that profession.
3. From the list of occupational words, have the students choose a given number of words to study (i.e. 20).
4. Discuss the different techniques of studying and the time required to master a subject.
5. As the students study their spelling words throughout the week, have them keep a log of the time that they spend studying. See attached matrix.
6. Give a spelling at the end of the week of occupational terms.
7. Once tests are corrected and handed back, have students discuss the correlation between the time and techniques used to study and the outcome of their test.

MATERIALS:

1. A card file of spelling lists from the workplace designed to develop a particular skill as in a particular group of words, ex: short vowel words, silent E, etc.
2. Final test to be used for each list.
3. File or bulletin board listing using methods and activities.

VARIATIONS:

1. As a class, decide how much time each student will be required to study their spelling words. Discuss if the class will have a required amount of time per day or if the time will be measured per week. Discuss the advantages and disadvantages of both.
2. Draw up a contract with the students for them to sign. Have stated in the contract what they will receive if they fulfill their stated requirements. State the consequences of not fulfilling their end of the contract.

---

1. Have each student research a different occupation and develop a list of terms that are used frequently in that occupation.
2. Have students rotate lists throughout the school year.

Name: ______________________

Study Time

Below, chart the amount of minutes that you spend studying the your spelling words for the week. Use a new chart for each week.

Minutes Spent Studying Chart

	5	10	15	20	25	30	35	40	45	50	55	60
Mon												
Tues												
Wed												
Thur												
Fri												
Sat												
Sun												

Week of: ______________________

TITLE: INDIVIDUAL SKILLS

SUBJECT MATTER: Health/Language Arts/Physical Education

PURPOSES:

1. To enable students to prepare a plan of action and follow through in a skills building program. (Personal Management)
2. To enable students to assess the probability of attaining goals. (Career Development)

PRIMARY ACTIVITY: (4-6)

1. Identify a class goal to be achieved and describe it as an obstacle course or medley of activities.
2. Have the students decide what skills are needed to obtain the goal.
3. Students develop an individual action plan to learn the listed skills and a method for evaluating how well they have learned the skills.
4. Students carry out their plan.
5. Students describe how developing their ability in a specific skill helped them to obtain their goal.
6. Initiate a class discussion about the advantages of advanced planning for learning skills in order to achieve a goal and/or career.

MATERIALS:

1. Paper and pencil
2. A work sheet that describes medley, obstacle course, or demonstrates what is required.

VARIATIONS:

1. Have a ball bouncing relay or a broad jump.
2. Have students explain what physical skills they need to do well in the relay or broad jump.
3. Students discuss the effect of their personal skills on the achievement of their goal (too short, not fast enough, didn't know how, too shy to try; too much in a hurry to listen to rules, etc.).
4. Suggestions from students on how to improve in order to reach goal.

……

1. Students set up a specific goal of physical growth (lifting so many weights, learning back flips, shot putting so many yards).
2. Individual now identifies three specific factors which might interfere with attainment of one's goal.
3. Set up a program to avoid the three factors mentioned above.
4. Discuss results of programs students set up to attain identified goals.

*** For additional activities, see "Planning Ahead" (4-6)**

TITLE: THE INFLUENCES OF ADVERTISEMENTS

SUBJECT MATTER: Art/Language Arts

PURPOSE:

1. To assist students with participating in group decision making. (Teamwork)
2. For the students to acquire skills in relating factors that influence a decision. (Personal Management)

PRIMARY ACTIVITY: (4-6)

1. Students select several magazine advertisements that appeal to them and state why they chose them. Discuss what influenced their decision? How do the advertisements portray certain professions? Genders? Are the portrayals accurate? Why or why not?
2. Divide the class into small groups.
3. Have each group chose a product that they are going to design an ad for. The purpose of the ad should be to convince the audience NOT to buy the selected product.
4. Locate several ads for that product from the newspaper, magazine, TV, radio, etc. List the tactics used in each ad. What are the ads trying to convince the consumer of (you will be prettier, smarter, have more friends if you use "X").
5. Each group decides which of the tactics they will use to convince the audience not to buy that product.
6. Discuss as a class how propaganda, clichés, superstitions, and peer groups effect choices we make (including our profession and lifestyle).

MATERIALS:

1. A collection of magazines, newspapers, recordings of TV and radio commercials.
2. Paper and pencil
3. Construction paper, crayons, markers, etc.

VARIATIONS:

1. Have students recall an eye-catching billboard. What techniques were used to make the billboard stand out? Have the class compose a list of the most and least effective techniques used for ads.
2. Divide the students into small groups (4-6 students).
3. Assign each group a different subject and have them design a bulletin boards for the class. Note: The subjects of the bulletin boards could vary depending on the age and make-up of the class. The boards could be used to promote classroom behavior, community service, a school product, or a profession.

TITLE: INTERVIEWS: ACQUIRING INFORMATION THROUGH COMMUNICATION

SUBJECT MATTER: Language Arts

PURPOSE:

1. To acquire information about interviewing. (Academic)
2. To identify and acquire the information and skills necessary to gain employment related to career goals. (Career Development)

PRIMARY ACTIVITY: (4-6)

1. Have students interview each other without any pre-discussion or clues.
2. Discuss what happened. What information they were able to gather? Compare results.
3. Discuss and study the way to conduct a proper interview. What amount of pre-planning, thought, direction should take place?
4. Students identify two skills necessary for interview success.
5. Interview three friends or relatives (do prior planning).
6. Compare results with first try. Students draw conclusions.

MATERIALS:

1. Information on interviewing skills, resource people knowledgeable about interviewing, (i.e., personnel director, human resource manager, etc.)

VARIATIONS:

1. Have students interview each other for practice.
2. Make a list of classroom jobs having students decide the qualifications for each job.
3. Students elect an interview board (Employment Bureau).
4. Students interview with "Employment Bureau" for class jobs.
5. The "Employment Bureau" employs best "applicant" for job.

---

1. Students identify the types of jobs in which they are interested.
2. Identify two sources for information about these jobs.
3. Students interview sources about qualifications required.
4. Evaluate and discuss the interview and jobs available in the community.
5. Discuss results.

---

1. Students interview various employers and employment agencies in community to gain information about resume contents. Find out what employers look for in a resume. Discuss results as a class.
2. Each student writes their own resume, incorporating the characteristics discussed above.

TITLE: MULTIPLICATION

SUBJECT MATTER: Math/Art

PURPOSE:

1. To enable the students to see the relationship of multiplication and addition. (Academic)
2. To enable the students to acquire skills in developing options. (Personal Management)

PRIMARY ACTIVITY: (4-6)

1. Assign each student a number. Have students practice the multiplication table (1-10) for their given number.
2. Students make a chart using pictures or symbols to illustrate multiplying by the assigned number. For example, 2 x 3 would be represented by two groups of three: ♣♣♣ ♣♣♣
3. Next, have the students make a chart using the same pictures to show addition of their assigned number. For example, 2+5 would appear as ♣♣ + ♣♣♣♣♣
4. Compare the two charts. Which method was quicker? Which did they like better?
5. Relate the results by identifying the relationship between multiplying and adding.
6. Discuss how options are needed when deciding on a career (example: health care worker, construction worker, etc.)

MATERIALS:

1. Paper
2. Crayons
3. Paste
4. Markers
5. Flash cards or multiplying worksheets

VARIATIONS:

1. Given the task of multiplying numbers, the students will develop three (3) ways of doing the task.
2. The teacher then follows the suggestions of the students.

1. Students identify two leisure and two occupational roles in which multiplication is used.
2. Compose a class list.
3. Choose several examples from the list and find pictures or draw pictures of the use of multiplication.

TITLE: MUSICAL RHYTHM

SUBJECT MATTER: Music

PURPOSE:

1. To enable students to realize what is involved in rhythm. (Personal Management)
2. To identify, acquire information and gain the skills necessary to identify careers in music. (Career Development)

PRIMARY ACTIVITY: (4-6)

1. Have students listen to a song in class.
2. Students try to imitate the rhythm of the song without listening to the song again.
3. Pass out the sheet music of that song. Students attempt to repeat the rhythm, this time using the musical score.
4. Students identify what information and skills they need to read the music and gain the correct timing or rhythm.
5. Using different rhythms, students create their own songs (can be on an individual basis, with a partner, or in a small group).

MATERIALS:

1. Sheet music of recorded song
2. Recording of the song
3. Blank music paper
4. Individual rhythm skills worksheet

VARIATIONS:

1. Students choose a music career from a list generated in the class or by the teacher.
2. Students research the requirements of colleges or music schools with regard to the career they have identified.
3. Students relate how these requirements involve knowing how to read music (to what degree or proficiency should sheet music or sight reading play).
4. Students prepare an academic program for high school that should be followed to "gain admission" to music school for the identified music career.

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1. Make a music video.
2. Discuss what is required to complete a video. What other careers are involved (artists, producers, writers, accountants, etc.)? How can people get involved in the music field, even if they cannot play an instrument?

TITLE: NATURE INSPIRES ART ACTIVITIES

SUBJECT MATTER: Science/ Fossil Formation/Art (design & texture)

PURPOSE:

1. To visualize how fossil imprints are formed. (Academic)
2. To use nature objects in a creative manner. (Personal Management)
3. To improve observation skills. (Personal Management)
3. For the students to understand the relationship between leisure roles and career/life roles. (Career Development)

PRIMARY ACTIVITY: (4-6)

1. Make a class nature plaque for the season.
2. View film or video on how fossils are formed.
3. Collect and share a number of nature objects such as leaves, shells, twigs, etc. Look for things with interesting texture. Grease items lightly with Vaseline (petroleum jelly).
4. Prepare a small flat pan, box, or plate by greasing the sides lightly with Vaseline.
5. Put paper clip or hanger in bottom of container. Prepare a creamy mixture of Plaster of Paris and pour into container.
6. Press nature objects into Plaster of Paris and set aside to dry.
7. When dry, remove objects and wipe plaster with dry cloth to remove greasy film. Paint with poster colors.

MATERIALS:

1. Film or video on how fossils are formed.
2. Plaster of Paris.
3. Flat containers, pans, plaster covers.
4. Nature objects such as leaves, twigs, etc.

VARIATIONS:

1. Use modeling clay and objects for imprints and make a temporary display.
2. Lay objects under pieces of paper and crayon over the top. Texture will leave imprints. Cut out items and arrange on colored paper.

TITLE: OCCUPATIONS WHICH BUILT AMERICA

SUBJECT MATTER: Language Arts/Social Studies

PURPOSE:

1. To acquaint students with occupations which were instrumental in settling the colonies and the Western frontier. (Career Development)
2. For the students to understand the relationship between and within the occupational world and the economic system. (Academic)

PRIMARY ACTIVITY: (4-6)

1. Have students research various early occupations (i.e. blacksmith, railroad builders, steamboat workers, stagecoach drivers, fur trappers, and peddlers).
2. Encourage students to make in-depth studies into an occupation and give several days for research.
3. Students share their research information to the rest of the class.
4. Make comparisons with present day occupations which have evolved from early occupations.
5. Discuss the hardships and working conditions of early occupations.
6. Discuss what would have happened if the hardships and difficult working conditions would have caused people to give up and move on to another profession. For example, what would have happened if all the miners quit, or the railroad workers? Why didn't people quit?

MATERIALS:

1. Library materials for research
2. Video on the settling of the America
3. Family genealogy studies and a list of last names and occupations of ancestors (if available). Discuss how many people were given their last name according to their occupation (i.e. Carpenter, Smith, Butcher).

TITLE: OUR COMPANY PROFITS

SUBJECT MATTER: Social Studies/Math

PURPOSE:

1. To gain experience in work related roles and settings. (Career Development and Teamwork)

PRIMARY ACTIVITY: (4-6)

1. Create a company or corporation in the class.
2. Divide into job groups or departments (purchasing, sales, accounting, customer service) modeled after a company organization.
3. Decide as a class what you are going to produce (baked goods, T-shirts, candy, etc.)
4. Appoint a student or students to speak with school administrators to explain their project and discuss rules and guidelines.
5. Make a list of supplies that are needed to produce the product.
6. Each department fulfills their duties (i.e. accounting supplies a budget, purchasing buys the material, public relations produces posters, advertisement, etc.)
7. Hold the sale.
8. Accountants figure cost, income, and profit or loss.
9. As a class, decide what you are going to do with the profits or how you are going to cover your loss.
10. Discuss some of the problems that arose. What went smoothly? What went wrong? Which jobs did students like the best? The worst? What skills were used to complete each phase of the project? What additional skills would be needed to continue pursuing a career in that field?

MATERIALS:

1. Raw materials for processed item
2. Finished products for sale
3. Cooking appliances, if needed
4. Tables and poster board for display
5. Bookkeeping material

VARIATIONS:

1. Bring in empty boxes, cartons, and stamp prices on them. Role play a store, using play money. Take turns playing various roles, such as stock attendant, clerk, customer, etc.

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1. Stage a class exhibit, book, art work, or social studies project. Assign area of responsibilities, such as: demonstrator (to show how the work was done), tour guide, advertisers, etc.

TITLE: PETS CAN MAKE DECISIONS TOO!

SUBJECT MATTER: Science

PURPOSE:

1. To increase students' knowledge of animal behavior. (Academic)
2. To enable students to identify situations and events in their lives that involve decision making. (Personal Management)

PRIMARY ACTIVITY: (4-6)

1. Have students discuss the decisions they made this morning from the time they awakened to the present (i.e. sleep ten more minutes, wear their jeans, don't wear a hat).
2. Help class (or group) to list as many of these decisions as possible. Have them decide if the decision involved or impacted another person.
3. Begin a discussion of students' pets and the decisions their pet made this morning (chew their bone, sleep on the tile floor, chase the squirrel).
4. Help the class (or group) list as many as possible. Decide if the pet's decision affected anyone else.
5. Compare and contrast two lists (pet and person decision lists) on the board and hold a class discussion. Note: The pet list will be 'individual' dominated. The discussion can be summarized by emphasizing the number of decisions we made without realizing it at any time, and by emphasizing the importance of other people in our decision making.
6. Discuss careers that involve pets.

MATERIALS:

1. Paper and pencil
2. Blackboard or overhead
3. Matrix for decisions (see attached)

VARIATIONS:

1. Discussion can be expanded to identify the effects that the students' decisions have on others (family, pets, friends, etc.).

Name: ____________________

Decisions

In the chart below, list the decisions that you have made this morning. If they did not have an effect on anyone (i.e. you decided to wear your hair in a ponytail), place an "X" in the box that indicates an individual decision. If your decision effected someone else (i.e. you decided to borrow your brother's shirt and he did not want you to wear it and you eventually wound up in a fight), place an "X" in the box marked "group". After you have completed the chart for yourself, do the same for your pets.

People Decisions

Decision	Individual	Group

Pet Decisions

Decision	Individual	Group

TITLE: PLANNING AHEAD

SUBJECT MATTER: Language Arts

PURPOSE:

1. To assist students in organizing and writing their ideas in order to accurately reflect the intended meaning. (Academic)
2. For the students to plan personal programs to reach identified career goals. (Personal Management)

PRIMARY ACTIVITY: (4-6)

1. Have the students make a list of class goals they would like to achieve in the next week. Post the list in a prominent place. Review a week later to see if goals were achieved.
2. Discuss why the goals were or were not achieved. What is needed to successfully achieve a goal?
3. Students list their individual career and personal goals, why they are important, and how their plan of action for achieving them.
4. On a separate piece of paper, students write a paragraph explaining the information available in their list. When completed, their list of goals and paragraph should have the same basic content.
5. Have students find a partner and exchange paragraphs. Each student makes a list of goals they believed were present in their partner's paragraph.
6. Partners discuss each other's paragraphs. Was the reader able to draw the main points from the paragraph? Was it confusing? Misleading? Clearly stated and logical?
7. Did any of the students discover that they and their partner had similar goals? Were there any that were very different? Why was that? Were there any similarities in how students were planning on achieving their goals?

MATERIALS:

1. Paper for posting goals
2. Paper/pencils for writing plans, etc.

VARIATIONS

1. Visit the cook in the school cafeteria. Observe how he/she plans a meal. Plans should take into consideration time, variety, nutrition, and cost.
2. Have the students plan and implement a week long menu. Students should be responsible for the budget, planning, shopping, and cooking for the entire week.
3. If students are unable to fulfill one of the tasks involved, have them be responsible for finding someone to replace them.
4. Students keep a daily journal on their success or failures. Was there any miscommunication between family members? What did they like? Dislike? Did they believe it was too time consuming?

*** For additional activities, see "Individual Skills" (4-6)**

TITLE: PLANNING MEALS

SUBJECT MATTER: Science (Nutrition)/Math

PURPOSE:

1. To make use of information involving the basic food groups. (Academic)
2. To plan a nutritious, appealing meal while recognizing cost factor. (Personal Management)
3. For the in students to understand the relationship between an occupational role, its setting, and general life style. (Career Development)

PRIMARY ACTIVITY: (4-6)

1. Discuss as a class the basic food groups and what is required to have a complete, balanced meal.
2. Students are given a piece of paper with the profession(s) of the working adults in the household, the total number of people in the family, and a weekly food allowance. Have a variety of professions and allowances.

   Example:

   - Doctor, 4 people, $ 75 weekly
   - Teacher, Lawyer, 5 people, $ 100 weekly
   - Fast food worker, 3 people, $35 weekly
   - Factory Worker, 6 people, $50 weekly

3. Using a chart of the basic food groups, students plan a week's menu for their assigned family.
4. Cut out grocery ads to estimate the cost for the week's meals.
5. Students provide a breakdown of each meal, its estimated cost, and the represented food groups.
6. Discuss as a class which products are the most expensive. Which are the least? Where could corners be cut?
7. Which families had an easier time shopping? A larger variety of dishes? Healthier? What are the implications?

MATERIALS:

1. Grocery ads from newspaper
2. Chart of basic food groups

VARIATIONS:

1. Make a set of problems using grocery ads to provide practice in multiplication and division skills (Cost of 3 lbs. of meat if the price is advertised at $1.89 per lb., etc.)

---

1. Students keep a record of food consumed for a 3 day period. Compare with basic food groups to see if you are eating nutritionally balanced meals.
2. Have students calculate the cost of the food that they consumed during that period.

TITLE: PLAY ACTING

SUBJECT MATTER: Language Arts/Essential Speaking Listening Skills

PURPOSE:

1. To enable students to speak in public. (Academic)
2. To enable students to acquire skills in stating and implementing a plan of action. (Personal Management)

PRIMARY ACTIVITY: (4-6)

1. Discuss the various characters in a play or nursery rhyme and the idea of acting out their roles. Were these roles careers?
2. Have each student identify what part he or she wants to play and plan how to go about obtaining the part (try outs).
3. Students implement plans for try outs.
4. Present play or skits based on nursery rhyme or other short stories.
5. Discuss the careers that involve speaking in public (politician, spokesperson, teacher, lawyer).

MATERIALS:

1. Short stories, plays, nursery rhymes
2. Any stage props needed for play
3. Scripts for readers, tapes or records of story for non-readers.
4. Format for try-outs

VARIATIONS:

1. Study various types of plays (narrative, action, musical, etc.)
2. Students choose a particular activity related to plays (scenery, writing, costumes, acting, directing, etc.).
3. Students develop a personal program aimed at learning the skill.
4. Use skill in producing a play or program.

---

1. Students choose a leisure skill they would like to learn (playing a instrument, roller-skating, playing ball, juggling, tumbling).
2. After choosing a skill, students develop a plan from introduction to mastery of the skill.
3. Meanwhile, study types of shows and carnivals presented in the middle ages when bands of players roamed early England and Europe entertaining courts.
4. Students present their carnival or talent show displaying the newly acquired skills.

---

1. Study satire, pantomime, and commercials.
2. Study the positive and negative qualities and traits of self and others.
3. Students list the qualities and traits of an ideal person (work as group).
4. Students prepare a satire, pantomime, or commercial to present his or her self-traits. Each student should do his or her own series showing negative traits shifting to positive traits.

TITLE: PROFESSIONAL SPORTS CAREERS

SUBJECT MATTER: Physical Education/Health

PURPOSE:

1. To enable students to understand the physical requirements of a professional sport. (Personal Management)
2. To enable students to acquire skills in relating factors that influence a decision. (Career Development)

PRIMARY ACTIVITY: (4-6)

1. Students choose a sport played professionally or a person who is a professional athlete.
2. Research through interviews, media, and books the life style required of that sport (e.g. curfews, diet, etc.)
3. What options are open to that person if they leave the professional sport career.
4. Make a book or chart of what was learned.
5. Give class presentation on findings. Include the factors that influenced their choice of sport to study.

MATERIALS:

1. Resource materials (books, tapes, people, films) concerning life in sports.
2. Local people who have chosen sports as a career.
3. Materials for book or chart (paper, pencils, etc.)

VARIATIONS:

1. Have students perform one slow and one fast movement. Example: crawling and running or creeping and skipping.
2. Students choose which movement they preferred.
3. Give reasons for choice.

---

1. Tour a sports store (or a look through a sports equipment catalog). Make a list of equipment needed for a favorite sport and list of equipment for a sport not liked.
2. Compare lists. Discuss cost, convenient, location, etc.

*** For additional activities, see "Team Skills (4-6)"**

TITLE: ROCKS

SUBJECT MATTER: Social Studies/Science

PURPOSE:

1. **For the students to recognize settings and experiences that provide knowledge of self and others. (Personal Management)**
2. **For the students to understand relationships between leisure roles and career/life roles. (Teamwork)**

PRIMARY ACTIVITIES: (4-6)

1. **When studying rocks and minerals bring in rock collections.**
2. **Provide students with small, soft rocks. Have each student study the characteristics of their particular rock (size, hardness, substance).**
3. Using an emery cloth, students polish their rock.
4. Wrap the polished rock in copper wire and attach a ribbon or chain to it in order to make it a necklace.
5. Introduce terms: lapidary, rockhound, and geologist.

MATERIALS:

1. Specimens of soft rock
2. Copper wire and ribbons or chains
3. Emery cloth and rock polish

VARIATIONS:

1. Collections that belong to students may be brought in shared and mounted in some fashion for permanent display.

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1. Have students bring in their own rocks for studying.
2. Students explain why they like their rock (i.e. texture, color, size).
3. Discuss how rocks obtain their characteristics (size, shape, etc.)
4. Have students polish their rocks and make a necklace, paper weight, or door stop out of it, depending on the size and weight of the rock.

TITLE: THE SOUNDS OF WORK

SUBJECT MATTER: Language Arts/Essential Speaking Listening Skills

PURPOSE:

1. To acquaint students with various types of sounds connected with occupations. (Career Development)
2. To enable students to acquire information about occupations and how they are grouped. (Career Development)

PRIMARY ACTIVITY: (4-6)

1. Students listen to a tape of sounds or noises that occur in a place of employment.
2. List what made the sound and the location where the sound took place (i.e. office, street, construction zone), see attached matrix. Have the students record their reaction to the noise.
3. Have the students discuss if they believe they could be productive with that noise level. In which environments would this level of noise be accepted? Which environments would it be unacceptable?
4. On the board, have student list several occupations under the headings of "High Noise" and "Low Noise". Discuss the similarities and differences between the occupations listed under the same category. Discuss other ways in which occupations could be grouped.

MATERIALS:

1. Tape or record of an occupation (i.e. construction, factory, office)
2. Work sheet with columns to respond to the following questions: How was sound made? What work is being done? Reaction to sound. See attached matrix.

VARIATIONS:

1. Listen to sounds of various classroom activities. Students identify what made the sounds and what was being done.
2. Have tapes of various sounds and have students identify different tools, occupations, and noise levels. How do these effect workers?
3. Visit different work settings in the school (offices, boiler room, institutional kitchens, housekeeping). Compare the different types of sounds heard. What made them? Correlate the sounds with people working in that job. Discuss how these sounds might effect personalities or attitudes of workers. Discuss how the students feel just listening to sounds for a short while. Try to imagine working with these sounds.
4. Work with safety science people about hazards of sound (fatigue, slow deafness, loss of acute hearing, getting used to sounds) and what can be done to control noise in the workplace.

Name: ____________________

The Sounds of Work

How the sound was made	Location of sound	Reaction to sound
hammer hitting wood	construction area	loud

TITLE: TEAM SKILLS

SUBJECT MATTER: Physical Ed/Citizenship

PURPOSE:

1. To enable students to learn roles and positions of team sports. (Teamwork)
2. To enable students to understand how to modify or redesign career plans, if evaluation indicates. (Career Development)

PRIMARY ACTIVITY: (4-6)

1. Students list an individual goal they would like to achieve within a team sport (a positions would like to play, how many goals they would like to score, increase team spirit, etc.)
2. Students develop a plan to achieve their goal.
3. Students compare their current behavior with their plan of action. Are the plan of actions and current situations similar?
4. Implement plan of action and modify behavior (if needed).
5. Revise plan if goal was not reached. List 3 reasons why the plan had to be amended. Make a list of behaviors that need to be changed in order to achieve goal.
6. Discuss sports in terms of paid careers and what causes athletes in that professional to change careers (i.e. injury, strike, retirement).

MATERIALS:

1. Paper/pencil
3. Provide a list of team sports that students can participate in during the school marking period
4. List of famous people in sports who have had done well in the profession, as well as some that have changed their careers.

VARIATIONS:

1. Provide the students with the week's planned activities.
2. Keep a record of how many were implemented.
3. Have students give reasons why the plan was not carried out (lacking equipment, no gym shoes, not enough people, bad weather, etc.).

---

1. Divide class into groups of 4 people and give each group a list of skills they must accomplish **as a team.**
2. Allow time for accomplishment after team has turned in a plan of action.
3. At end of allowed time have teams evaluate accomplishments and achieved goals.
4. Students then describe how he or she would adjust activities in order to make greater progress.

*** For additional activities, see "Professional Sports Careers" (4-6)**

TITLE: USING GRAPHS/CHARTS

SUBJECT MATTER: Math/ Science

PURPOSE:

1. To assist students in learning to read various types of graphs and charts. (Academic).
2. For the student to recognize specific skills within a given occupation. (Career Development)

PRIMARY ACTIVITY: (4-6)

1. Collect various charts and graphs. Post on bulletin board. Above the graphs, list the occupations which would be likely to use the graph.

   Example:

   - Nurse: temperature graph
   - Salesman: sales graph
   - Clerk: graph of item usage
   - Climatologist: rainfall and temperature graphs

2. Discus how the graphs are used and the positive and negative aspects of using graphs/charts. Which professions use them frequently? Which rarely use them?

MATERIALS:

1. Magazines for cutting out graphs and charts
2. Individuals who use graphs and charts in their work

VARIATIONS:

1. Make a bulletin board showing how workers use averages in their jobs.
2. Discuss graphs and surveys used in magazines and newspapers. How are the labels or symbols are used for interpreting? Ex: The front page human interest survey in *USA Today* uses color, food, and people as symbols.
3. Discuss and demonstrate graphic packages on computers. Students can make up their own graphs.

TITLE: WHAT I WANT TO GET

SUBJECT MATTER: Math

PURPOSE:

1. For the students to strengthen their skills in problem solving. (Academic)
2. For the students to understand the relationship between and within the occupational world and the economic system. (Teamwork)
3. For the students to acquire skill in relating factors that influence a decision. (Personal Management)

PRIMARY ACTIVITY: (4-6)

1. Students list the items they would like to receive for a special holiday, birthday, etc.
2. Use a catalog to find the prices of the items of interest. Figure total cost for items on the list (include tax, shipping and handling, etc.)
3. Divide total cost of list by the number of people in the family and discuss the amount in terms of average cost.
4. Using listed prices rewrite items in order of preference within a cost limit.
5. Discuss how we can afford to buy these items. Is this why we work? What occupations pay more and why?

MATERIALS:

1. Toy or gift catalog
2. General catalog

VARIATIONS:

1. Make a list of desired items. Look up prices in a current catalog. Compare prices with a catalog 5 yrs. ago, and if possible 10 or 20 years ago. Prepare a table to demonstrate the 5,10, and 20 year comparisons.

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1. Using catalog prices, figure the cost of furnishing one room of the house with furniture, appliances, etc.

Special Needs

TITLE: ABOUT ME

PROGRAM: Trainable Mentally Impaired (EI, EMI, HI, LD)

SUBJECT MATTER: Language Arts\Art\Social Studies

PURPOSE:

1. For the students to recognize similarities and differences between physical, intellectual, and emotional characteristics. (Personal Management)
2. To learn the difference between emotional and physical characteristics. (Personal Management)

PRIMARY ACTIVITY:

1. On a teacher-made checklist, students identify own their personal, physical, intellectual, and emotional characteristics (see attached work sheet).

Example:

THINGS YOU LIKE
A. Hobbies
B. Part time job
C. Books, magazines
D. Clubs

ABILITIES
A. Fix things
B. Talk to people
C. Help others
D. Inside\Outside work
E. Work with hands
F. Make things

PHYSICAL CHARACTERISTICS
A. Height
B. Weight
C. Size
D. Strength
E. Health

PERSONAL QUALITIES
A. Cheerful
B. Dependable
C. Understanding and kind
D. Orderly and neat
E. Honest

AMBITIONS/GOALS
A. What kind of job would you like to have?
B. What can you do to help yourself?
C. Where can you improve?
D. What is the most important thing to you?
E. What is the least important thing to you?

VARIATION:

Hearing impaired

1. Prerequisite: Short dictionary (phonetic spelling and definitions) of the following words: Abilities, Hobby, Dependable, Ambitions, Goals, and Improve. Ask students to think of descriptive words about their self. Students make a collage of words and phrases that best describe their self.

Emotionally Impaired

1. Students write a want-ad about themselves, using positive characteristics about themselves as the prerequisites for the job. Read each want-ad to the class, have students try to identify the person involved.

Learning Disabled

1. Make a scrapbook divided into the five main categories listed above. Under each section, have the students cut out pictures or draw their individual goals or thoughts are for each heading.

Educable Mentally Impaired

1. Make a collage about "you". Show the things that describe personal ideas about appearance, the things liked, hobbies, and types of work interested in.

Name: ____________________

About Me

Things I like

1.
2.
3.
4.
5.

Things I am good at

1.
2.
3.
4.
5.

Physical Characteristics

1.
2.
3.
4.
5.

My Personality

1.
2.
3.
4.
5.

Things I want in the future

1.
2.
3.
4.
5.

TITLE: ALONE OR IN A GROUP

PROGRAM: Trainable Mentally Impaired (EI, LD)

SUBJECT MATTER: Language Arts/Social Studies

PURPOSE:

1. For the students to understand the difference between individual and group roles. (Teamwork)
2. To identify the difference between activities that can be done alone, and those which must be done in a group. (Teamwork)

PRIMARY ACTIVITY:

1. Discuss the words "in a group" and "alone".
2. Have students complete the attached matrix comparing jobs that can be done alone and those that are done in a group.
3. Cut out pictures of group activities and single activities. Make one poster for each.
4. Discuss with the class their posters. Discuss the skills necessary to make group work effective, such as: good listening skills, cooperation, and flexibility.
5. At the end of the school day, review with the students what they did together and what they did alone. Discuss the advantages and disadvantages of doing both.

VARIATION:

1. At the end of the day, review with the students which activities were done independently and which ones were done as a class, or group. Discuss why teachers have student work alone on some activities, and with other students for other activities.

---

1. Identify objects in the classroom (shoes, crayons, coats, and blocks) and place in a pile.
2. Have students separate objects and discuss natural groupings.

---

1. Using magazines, and/or newspaper, have students find pictures of work being completed in groups.
2. Discuss mass production and some related jobs. Point out group responsibilities to get a job done.
3. Discuss personal qualifications necessary in completing group jobs.

---

1. Have the class go on a field trip. Students observe group responsibility and individual contribution. Some of the suggested locations could be:
    - A. City Commission meeting
    - B. Kitchen of a restaurant
    - C. Fire station
    - D. Office workers

Name: ______________________

Alone or in Groups

Below is a chart comparing activities that are done in a group and those that are completed by yourself. The activities are broken up into things that you often do at home and those that you do at school. Add some of your own activities to the list. Then, check the box that is most appropriate. If you do the activity by yourself, check "Alone". If you do the activity as a group, check "Group".

	Alone?	Group?
Home Activities		
color		
wash hands		
brush teeth		
get dressed		
set table		
take out trash		
do the dishes		
play		
School Activities		
Get to school		
Get to class		
Finish homework		
Recess		
Art Class		
Gym Class		
Math Class		

TITLE: ALPHABET

PROGRAM: Emotionally Impaired (EI)

SUBJECT MATTER: Language Arts\Reading

PURPOSE:

1. For the students to improve their vocabulary and written communication skills. (Personal Management)
2. To have practice alphabetizing. (Academic)

PRIMARY ACTIVITY:

1. Each student writes a sentence (at least 7 words long) over a given topic (what they did last weekend, their favorite hobby, their favorite food).
2. Students arrange the words in alphabetical order.
3. Student writes down individually what they feel each word means. Afterward, have students look up each word in the dictionary. Students compare their definition to the dictionary's definition.
4. Have students exchange papers to check alphabetizing, personal definition, and formal definition.

VARIATION:

1. Using the alphabet, the student may with to pantomime the word and have others guess the word.

---

1. Cut up pieces of paper with a different letter of the alphabet on each one. Some pieces of paper should contain two letters, such as: Sc, Ch, Mc, Aw.
2. Students choose a given number of pieces of paper from the pile.
3. Each student arranges their pieces of paper in alphabetical order.
4. Have each student choose a partner, merging their letters and putting in alphabetical order.
5. Each group of pairs joins another group of pairs, making a group of four. Have students merge and alphabetize their letters.
6. Each group of four joins another group of four, and so on until the entire class is one large group.

TITLE: BOOK COVER

PROGRAM: Physically and Otherwise Health Impaired (POHI)

SUBJECT MATTER: Language Arts\Art\Social Studies

PURPOSE:

1. For the students to recognize similarities and differences between physical, intellectual, and emotional characteristics. (Teamwork)
2. To be able to determine, understand, and examine individual capacities. (Personal Management)

PRIMARY ACTIVITY:

1. Students cut words from newspapers and magazines that they feel represents their physical characteristics and contribute to their uniqueness and set aside.
2. Students cut pictures from newspapers and magazines that represent emotional characteristics and set aside.
3. Students place the words and pictures on a book jacket and use it to be a cover for a favorite academic area text book.
4. Have students present their book cover's to the rest of the class.
5. Ask students if they saw any similarities between the covers. What were some of the differences.

VARIATION:

1. Students create a "Me" book. Each chapter of the book represents a different aspect of their personality (physical, emotional, and intellectual).
2. Students draw a picture of what they feel is appropriate under each chapter.
3. Students may also use pictures or words from magazines or newspapers in addition to , or taking the place of drawing.

TITLE: COMMUNICATION

PROGRAM: Learning Disabled (LD)

SUBJECT MATTER: Language Arts\Social Studies\Physical Education

PURPOSE:

1. For the students to acquire listening, attending, responding, and initiating skills. (Personal Management)
2. For student to develop and interpret communication skills. (Career Development)

PRIMARY ACTIVITY:

1. Play the game "Charades" using characters or situations relevant to age group.

   Examples:

   - Different workers: Fire fighters, police officers, nurses, teachers, doctors
   - Forms of transportation
   - Favorite songs

2. Take snapshots of students while they are pantomiming with a Polaroid camera.
3. Students write a paragraph describing what they are doing in each picture.
4. Discuss the process in which they were able to come to the correct answer when playing charades. How did their answers change in response to listening to others? How did they adjust their actions while role playing in response to the audience?
5. Discuss different ways a person can communicate their feelings without speaking.

VARIATION:

1. After seeing a movie or watching a TV show, list gestures people used to communicate.

TITLE: COMPARING SKILLS

PROGRAM: Hearing Impaired (HI)

SUBJECT MATTER: Language Arts\Math\Social Studies

PURPOSE:

1. For the students to be able to identify career opportunities. (Career Development)
2. To increase their ability to compare and contrast. (Academic)

PRIMARY ACTIVITY:

1. Construct a chart similar to the one below (See attached matrix):

Skill	1st Grade	6th Grade	Present
Mobility			
Using the kitchen			
Reading (Braille or L.P.)			
Math			
Food preferences			
Hobbies			

2. Have students complete the chart based on their own individual progress, and goals for the future.
3. Discuss the different categories and future goals.
4. What are the similarities in each student's chart throughout the year? What are the similarities and differences in their goals for the future?
5. Based on the students' goals for the future, what occupations would correlate?

VARIATION:

1. Students discuss as a class what they would like to do as a profession.
2. Students identify the skills needed to perform that job well.
3. Have students share why they find that particular job attractive.
4. Discuss what makes each profession different.

Name: ____________________

COMPARING SKILLS

	1st Grade	6th Grade	Present	Future
Mobility				
Using the kitchen				
Reading				
Math				
English				
Art				
Spelling				
Sign Language				
Reading lips				
Gym				
Chores				
Grades				
Homework				
Playing				
Hobbies				
Swimming				
Skiing				
Baseball				
Dancing				
Soccer				

TITLE: DEPENDENCY

PROGRAM: Trainable Mentally Impaired (TMI)

SUBJECT MATTER: Language Arts\Social Studies

PURPOSE:

1. For the students to understand the impact of role expectations on individual behavior. (Personal Development)
2. To identify ways in which they are dependent on the work of others at home and in school. (Career Development)

PRIMARY ACTIVITY:

1. Students are given a listing of general clusters of responsibilities in the home. Under each heading, students place the name of the person(s) responsible for carrying that role out in their family.

   Examples:
   - Washing
   - Grocery shopping
   - Transportation
   - Meals
   - House maintenance

2. Have students list the activities that they are in charge of or share some of the responsibility for carrying out.
3. Discuss how these roles effect the people in the family. What happens if someone in the family does not fulfill his/her role expectations?

VARIATION:

1. Students answer the following questions:

   How are you dependent upon:
   - A. Police officers
   - B. Fire fighters
   - C. Bus drivers
   - D. Mail Carriers

---

1. Compile a book, "People Who Help Me". Use magazines pictures or newspapers to cut out words or images of people who help.
2. Based on who the students listed as people who help them, invite several of them in to discuss with the class how and why they help.

---

1. Emotionally Impaired and Learning Disabled
   Examine: Goods and Services
   - A. Identify orally a list of goods which we are dependent on others to provide.
   - B. Identify a list of services we feel we need performed for us by others.

TITLE: EDUCATION AND LIFE STYLES

PROGRAM: Learning Disabled (LD)

SUBJECT MATTER: Language Arts\Social Studies

PURPOSE:

1. **For the students to understand the individual differences in education and training needs. (Career Development)**
2. **To compare and contrast various types of education and life styles. (Teamwork)**

PRIMARY ACTIVITY:

1. Each student is to choose three adults in the school setting to interview.
2. Have each student give an oral rationale for "why" they chose their particular people.
3. Give students list of questions (A-J) and asked to use as the foundation of their interview. If reading is difficult for the students, read several questions aloud and have the students repeat them in order to practice prior to the interview.

   Suggested questions:
   - A. What is your educational background?
   - B. What is your approximate rate of yearly pay?
   - C. What do you enjoy about this job?
   - D. Did you receive special training for your job?
   - E. Did you have another career before this one? If yes, why did you leave? What do you find to be different between the two jobs?
   - F. What do you not enjoy doing?
   - G. Are you married? Do you have any children? Does your spouse work? How much time are you able to spend with your family?
   - H. How much time does your job take up?
   - I. How many vacations do you take, for how long, and where do you go?
   - J. Does your job require that you travel? How long are you generally away?

4. Students schedule and conduct their interviews.
5. As the students are interviewing, have them complete the attached matrix.
6. The students prepare a taped or written report comparing the lifestyle and education of the people interviewed.

VARIATION:

Emotionally Impaired

1. Rather than selecting people, have the students select three job areas that interest them as individuals and then interview people who hold these jobs using an expanded questionnaire based on the student's questions.

Name: ______________________

Education And Life Styles

Below is a chart that will help you keep track of the information you get during your interviews. Keep track of the person's response in the appropriate box.

	Person 1	Person 2	Person 3
Question A			
Question B			
Question C			
Question D			
Question E			
Question F			
Question G			
Question H			
Question I			
Question J			
Question K			

TITLE: EXPRESSING SELF

PROGRAM: Educable Mentally Impaired (EMI)

SUBJECT MATTER: Language Arts\Essential Speaking & Listening Skills\Art

PURPOSE:

1. For the students to acquire listening, responding, and initiating skills. (Personal Management)
2. To develop oral expression clearly and concisely. (Academic)

PRIMARY ACTIVITY:

1. Students are given 5 minutes each to tell about themselves (hobbies, interests, family, likes, and dislikes) to the rest of the class.
2. As each student speaks, have the rest of the class take notes.
3. When everyone in the class has had a turn, students choose a partner.
4. Based on the description each person gave in class, each student makes a collage for their partner based on their partner's like, dislikes, etc.
5. At the end of the hour, partners present their collages to one another.
6. Each student voices their opinion on the accuracy of the collage made for them. Have a designated amount of comments that each person is responsible for making about their collage.
7. Partners compare the similarities and differences of their collages.

VARIATION:

1. Each student spends roughly five minutes talking about their likes and dislikes to the rest of the class.
2. After their presentation, each student writes their likes and dislikes on individual pieces of paper, noting if it is a like or dislike (i.e. "ice cream = like).
3. After the entire class has presented their interests, have students place all their pieces of paper into a hat.
4. Draw out a piece of paper with a like or dislike on it and read it out loud.
5. Have the class guess which student had that like or dislike based on their presentations.

TITLE: FAMILY

PROGRAM: Learning Disabled (LD)

SUBJECT MATTER: Language Arts\Social Studies

PURPOSE:

1. For the students to understand the relationship between family roles and life styles. (Teamwork)
2. To understand the roles of each family member. (Teamwork)

PRIMARY ACTIVITY:

1. Discuss as a class the perceived responsibilities of parents and children and the methods of communication between two groups.
2. Students identify what they perceive their family responsibilities to be (i.e. eat together daily, improve grades, clean house weekly).
3. Students interview different members of their family to find out what their goals are and determine how each person's goals relate to their perceived goals of the family.
4. Record similarities and differences of interests within a family.

VARIATION:

1. Have each learner list the responsibilities of each family member, first their individual responsibilities and then how they all fit together collectively.

Emotionally Impaired

1. Have the student project into the future and describe their family five and ten years from now, listing responsibilities and goals for each family member.

Educable Mentally Impaired

1. Make a scrapbook about their family 10 years from now or complete a collage with the "family" as the subject.

TITLE: FEELINGS

PROGRAM: Emotionally Impaired (EI)

SUBJECT MATTER: Language Arts\Physical Education\Social Studies

PURPOSE:

1. **For the students to recognize similarities and differences between physical, intellectual, and emotional characteristics. (Personal Management)**
2. **To be able to express their feelings in a verbal and non-verbal manner. (Personal Management)**

PRIMARY ACTIVITY:

1. Make a list of emotions or feelings on poster board in different colored ink or marker.

   Example:

   A. Happiness
   B. Anger
   C. Sorrow
   D. Fear
   E. Loneliness
   F. Excitement

2. Discuss various ways people display these emotions, with words and body language.
3. Students make individual collages using magazine pictures that depict different emotions.
4. Discuss how the pictures in the collages represent non-verbal communication.
5. Using the attached worksheet, have students fill in a verbal and non-verbal way of conveying the emotions they listed earlier.
6. Compare answers. Discuss socially acceptable behavior.

VARIATION:

1. Have students role play different situations, displaying various emotions.

---

1. Have students draw a comic strip displaying the various emotions. If students are unable to draw, have them cut out various comics from the newspaper depicting various emotions.

Name: ______________________

Feelings: Verbal and Non-Verbal Communication

EMOTION	SITUATION	VERBAL	NON-VERBAL
Happiness	Seeing a friend that moved away five years ago	Hi, I'm glad to see you	Shake hands or hug
Anger	Having a bus pass you by because it is too full		
Sorrow	Your favorite cousin was hurt in an accident		
Fear	You are babysitting and you hear someone on the back porch		
Loneliness	You don't have anyone to talk to you or to play with		
Excitement	Winning a game when you didn't think you had a chance of winning		

TITLE: FINDING OUT ABOUT JOBS

PROGRAM: Visually Impaired (VI)

SUBJECT MATTER: Language Arts

PURPOSE:

1. For the students to acquire information about occupations (i.e. major duties, entry requirements, income, working conditions, and job market). (Career Development)
2. To increase their ability to gather and organize information. (Academic)

PRIMARY ACTIVITY:

1. Students list three jobs in which they would be interested in pursuing.
2. Discuss various ways of gathering job information: Interviewing, reference materials, and observing.
3. Explore the resources available concerning occupations.

   Example:
   Dictionary of Occupational Titles, Occupational Outlook Handbook.

4. Students research the three occupations they are interested in pursuing.
5. Have students chart the information on the attached work sheet.
6. Students list the advantages and disadvantages of each profession on the attached chart and compare to their own personal preference and abilities.

Example:

JOB	**ADVANTAGES**	**DISADVANTAGES**
Office Support	*Steady Employment *Job outlook stable *4 yr. college degree not required	*12 month job *Demanding timelines *Many tasks rely on visions

VARIATION:

Visually Impaired

1. The printed information which is not available in Braille will have to be read to the visually impaired student (Dictionary of Occupational Titles, and Occupational Outlook Handbook). They can make their own charts and conduct their own interviews.

1. Invite guest speakers as resource people to describe their work.

Physically and Otherwise Health Impaired

1. Invite guest speakers that are physically handicapped to discuss their occupations.

Name: ______________________

Finding Out About Jobs

	Advantages	Disadvantages
Job 1		
Job 2		
Job 3		

	Major Duties	Entry Requirement	Base salary	Working Environment	Job Availability
Job 1					
Job 2					
Job 3					

TITLE: FOLLOWING DIRECTIONS

PROGRAM: Physically and Otherwise Health Impaired (POHI)

SUBJECT MATTER: Language Arts\Essential Speaking & Listening Skills\Science

PURPOSE:

1. For the students to acquire listening, responding, and initiating skills. (Personal Management)
2. To be able to follow written directions and listen to oral directions in sequence. (Academic)

PRIMARY ACTIVITY:

1. Prepare a worksheet of 12 directions, one of the direction being that none of the previous directions should be obeyed.
2. Pass them out to the class, explaining that they are to first read all of the directions before beginning any of the tasks.
3. Give the students only a few minutes to complete the assignment, not enough time to finish all of the tasks assigned.
4. Ask students to put their pencils down and take a count of how far each student was able to get.
5. Read the directions aloud.
6. Discuss with the class how important it is to pay attention to the directions and then proceed.
7. Make a list of everyday situations where they have to follow directions: following a recipe, putting a model together, reading washing instructions on clothes, or following road signs.
8. Discuss what happens if you do not follow through with reading the directions in these events.

VARIATION:

1. Have the students write a set of directions for a given task (tying your shoe, needle work, playing a game).
2. Student read the directions aloud one step at a time.
3. Discuss how it each step of the directions was important. What would have happened if the students would have read the directions out of order or if they would have skipped steps?

TITLE: GAMES AND JOBS

PROGRAM: Hearing Impaired (HI)

SUBJECT MATTER: Language Arts

PURPOSE:

1. For the students to recognize various types and sources of education and training. (Career Development)
2. To learn how to use reference materials. (Academic)

PRIMARY ACTIVITY:

1. Students write on an index card an occupation they are interested in pursuing and the tasks they feel people in that profession complete on a daily basis.

   Example:

   Doctor: taking temperatures, reading charts, diagnosing illnesses, listening to symptoms, and writing prescriptions.

2. Have students put their index cards into a hat.
3. Students select one card from the hat. If they choose their own card, have students draw again.
4. Using the "Charades" format, each student role plays occupational descriptions written on their card.
5. The remainder of the class attempts to guess what profession is being acted out.
6. Once the correct profession has been guessed, the person acting it out reads the job description to the rest of the class.

VARIATION:

1. Card Game. Use the teacher-made cards with occupational information. For each occupation, make three cards:
   - A. 1 for title
   - B. 1 for description
   - C. 1 for educational requirements

---

1. Use with rules similar to the Card Game "Go Fish". Each combination of three cards that belong together (same occupation) may be turned in for points.

Emotionally Impaired and Learning Disabled

1. Using the "Bingo" format, the students develop cards containing job titles and corresponding job descriptions.

TITLE: GETTING ALONG

PROGRAM: Emotionally Impaired (EI)

SUBJECT MATTER: **Language Arts\Essential Speaking & Listening\Social Studies**

PURPOSE:

1. For the students to comprehend the meaning of the word "interpersonal." (Academic)
2. For the students to identify experiences which utilize interpersonal skills. (Personal Management)

PRIMARY ACTIVITY:

1. Have students look up the word "interpersonal" in the dictionary and copy down the given definition.
2. Based on the given definition, have the class compose a list of interpersonal skills they feel they possess.
   Examples:
   - Being sensitive to other's needs.
   - Listening well.
   - Exhibiting leadership
   - Being considerate.
2. Discuss the meaning of each of the above characteristics, using a situation for better clarification.
3. Set up a simulated store, with workers identified: Checkout person, bagger, floor sweeper, manager, and stock person.
4. Role play different problems that may arise in the store.
   - A. The customer doesn't have enough money.
   - B. A small child broke three bottles of pop on the floor.
   - C. The customer knocks oranges off the display and they roll all over the floor.
   - D. The customer asks the manager for food that is not carried in stock.
5. As the role play exercise continues, have the students not role playing write down which interpersonal skills are being used.

VARIATION:

Learning Disabled

1. Role Play examples of:
   - A. Students identify things or incidents that have been embarrassing for them (verbally or non-verbally).
   - B. Students describe what could be done for someone else if they were embarrassed. What could they have done to make it less embarrassing or make the person feel better?

TITLE: GETTING HELP

PROGRAM: Hearing Impaired (HI)

SUBJECT MATTER: Language Arts\Social Studies

PURPOSE:

1. **For the students to identify experiences which utilize interpersonal relationships. (Personal Development)**
2. **To develop and maintain effective interpersonal relationships. (Career Development)**

PRIMARY ACTIVITY:

1. List different kinds of "feelings" words on blackboard.

   Examples:
   - Happy
   - Embarrassed
   - Frightened
   - Nervous
   - Sad
   - Surprised
   - Excited
   - Angry

2. Discuss incidents, in school or home, which someone helped you. How did it make you feel?
3. Discuss a time when someone could have helped you, but did not. How did it make you feel?

   Examples:
   - A. You could not find a book in the library and a stranger found it for you.
   - B. You did not have a pencil and someone that you especially do not care for offered you one.
   - C. Your uncle sent you $20.00 for your graduation clothes.

4. Have students compose their own list and share with the class.

VARIATION:

Learning Disabled

1. Cut out newspaper articles or bring magazine stories to class about people who helped others.

---

1. Make up a class award and present it to a helping person in your school.
   - A. Cafeteria worker
   - B. Janitor
   - C. Secretary
   - D. Principal
   - E. Music Teacher
   - F. Parent

TITLE: GOODS AND SERVICES

PROGRAM: Physically and Otherwise Health Impaired (POHI)

SUBJECT MATTER: Language Arts\Math\Social Studies

PURPOSE:

1. For the students to understand the concept of "goods" and "services" and the role they have in our economy. (Career Development)
2. To identify the goods and services most often purchased. (Career Development)

PRIMARY ACTIVITY:

1. Divide the class into an even number of small groups.
2. Have groups define "goods" and "services" and give examples of each in their daily lives.
3. Pair the small groups up and have them compare their definitions and examples.
4. Have class return to their seats and discuss the various definitions and examples that each groups gave. What were the similarities and differences?
5. Have students create a collage of various goods and services based off the class examples. Use pictures from a magazine or newspaper.

   Example:

   A. Corn Flakes
   B. Getting a manicure
   C. Sitting in a dentist chair

VARIATION:

1. Students choose a field that they are interested in pursuing and decide if it would fall under "goods" or "service" industry.
2. Compose a list of class occupations and tally the number of goods and service occupations.
3. Discuss the drawbacks and advantages of being in a service industry and a goods industry.

Visually Impaired

1. Use tangible materials to represent goods and/or services if students are unable to see the picture.

TITLE: INTEREST POLL

PROGRAM: Learning Disabled (LD)

SUBJECT MATTER: Language Arts\Social Studies

PURPOSE:

1. For the students to recognize similarities and differences between interests and values. (Personal Development)
2. To understand that people have different interests. (Teamwork)

PRIMARY ACTIVITY:

1. Students take a poll of six fellow classmates to find out their hobbies and the things they like to do.
2. Students interview three members of their family to find out their personal likes and dislikes.
3. Role play an interview, "People On the Street" to find out a person's at large likes and dislikes.
4. Interview people with diverse occupations.

Examples:

- Merchants
- Teachers
- Factory workers
- Doctors
- Postal Employees
- Truck Drivers

5. Compile a chart of the likes and dislikes (see attached matrix) for each group to see if similarities exist.
6. Discuss the similarities and differences related to different types of jobs dealing with services and products.

VARIATION:

Visually Impaired

1. Listen to various job description cassettes.

Name: ______________________

Interest Poll

	Likes	Dislikes
Family Members		
Classmates		
"Person at Large"		
Occupation 1		
Occupation 2		
Occupation 3		

TITLE: INTERPERSONAL RELATIONSHIPS

PROGRAM: Trainable Mentally Impaired (TMI)

SUBJECT MATTER: Language Arts

PURPOSE:

1. For the students to identify experiences which utilize interpersonal skills. (Personal Management)
2. To develop effective interpersonal relationships. (Personal Management)

PRIMARY ACTIVITY:

1. Ask students to share with the class a time when they felt extremely happy, sad, angry, or scared.
2. Identify the interpersonal skills that were utilized in each situation and create a class list.
3. Have the students share a time when they were rewarded. Discuss the differences between intrinsic and extrinsic rewards.
4. Discuss the importance of non-verbal communication and how it can effect our behavior. Discuss how receiving a smile, a pat on the back, or a frown can convey certain messages. How do they things effect how we feel about ourselves and others?
5. Discuss the ways people can become a better listener, speaker, etc.

VARIATION:

1. Have a "Good Deed Box" in the classroom. When a student observes someone doing something good (i.e. being nice to a fellow student, working hard, sharing their material, participating in class discussion for the first time) have the student explain what they witnessed and place it in the box.
2. At the end of the week, read the pieces of paper aloud and award the students with verbal praise.

TITLE: INTERPERSONAL SKILLS

PROGRAM: Learning Disabled (LD)

SUBJECT MATTER: Language Arts\Social Studies\Effective Speaking & Listening Skills

PURPOSE:

1. For the students to identify experiences which utilize interpersonal skills. (Personal Management).
2. For the students to explain why it is important for a person to communicate with others, both verbally and non-verbally. (Career Development)

PRIMARY ACTIVITY:

1. Discuss: "How we talk with other people." Have the students hypothesize why they talk to some people without being intimidated and yet, have difficulty speaking to others.
2. Discuss how non-verbal communication can encourage or deter further communication (i.e. a smile, or arms crossed, looking the other way).
3. Have the students create a list of reasons for communicating verbally as well as non-verbally.
4. In small groups, have each student demonstrate different forms of non-verbal communication.
5. Students are to role play conversations. One person is to engage in the conversation while the other either encourages the conversation or deter it through their body language.

VARIATION:

Emotionally Impaired

1. Introduce "Charades" as a non-verbal communication game.
2. Have each student "act out" a popular song title, TV personality, etc.
3. Ask all students to describe and share their feelings during the action.

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1. Discuss as a class how to be a good listener.

TITLE: INTERVIEWING

PROGRAM: Physically and Otherwise Health Impaired (POHI)

SUBJECT MATTER: Language Arts\Social Studies

PURPOSE:

1. For the students to demonstrate the ability to initiate and maintain interpersonal relationships. (Personal Management)
2. To be able to write or call for a job interview. (Career Development)

PRIMARY ACTIVITY:

1. Students select a "job opening" from the newspaper they would be interested in pursuing, even if they feel that they are unqualified.
2. Ask students to consider the information they feel they would be asked to supply during an interview or on an application (i.e. address, previous work experience, references, hobbies).
3. Have students complete the attached worksheet on their personal qualifications and strengths.
4. Have students pair up and take turns role playing a telephone inquiry about the advertised job. Have the "employer" ask about the perspective "employee's" background, reasons for wanting the job, and qualifications. Have the "employer" ask the "employee" to come in a file out a job application. If possible, contact a local business and ask for one of their application or suggestions of what information they require of an applicant.
5. Have each student fill out a mock application. Assist them with any questions about the application and explain to them where to get the required information, if not already known (i.e. social security number).
6. Discuss use of references: people they would ask to be references, and how to ask people if they would serve as a reference.
7. Hold mock interviews in class. Have students interview one another (with teacher provided questions), have each student be interviewed by the teacher, or have local business people come in and assist in the interviewing.
8. Supply a sample "Thank You" letter. Have each applicant write a letter to their "employer" thanking them for their time.

VARIATION:

1. Videotape role playing interview and have students give feedback on their performance.

Name: ______________________________

Interviewing

Answer the following questions as to your personal strengths, weaknesses, and your reasoning for applying for particular jobs.

Why do you want this particular job?

What makes you feel that you would make a good employee?

What are your strengths?

If I asked your worst enemy what your weaknesses are, what would they say?

If you could change one thing about yourself, what would it be?

What will you do if you don't get this job?

Why should I hire you over any other candidate?

Name: ______________________________

Mock Application

Name: ____ Birthdate ____/____/____
mo day yr.

Home Address: ____ City: ____________
State: ________ Zip Code: ____________ Phone Number ( ) ____________
Social Security Number: ______ - ____ - ______

Education:

Institution	Degree	Date Started	Date Completed

Previous Work Experience:

Company name, Address, Phone	Supervisor	Responsibilities	Employment Dates	Reason for Leaving

Awards and honors:

____

____

Interests and hobbies:

____

____

References:

Name	Occupation	Relation	Address	Phone

TITLE: JOB INVENTORY

PROGRAM: Learning Disabled (LD)

SUBJECT MATTER: Language Arts

PURPOSE:

1. For the students to understand individual differences in education and training needs. (Career Development)
2. To compare and contrast education and life styles of three adults other than their parents. (Career Development)

PRIMARY ACTIVITY:

1. Students select three adults (excluding their parents) who have different occupations whom they would like to interview about their profession.
2. Students schedule an interview with all three adults.
3. Students prepare a list of questions to ask pertaining to their education and training. Suggested questions:
    - A. Level of education completed.
    - B. Kinds of schools attended.
    - C. Did adult do an apprenticeship? Where? For what? How long?
    - D. How is leisure time spent?
    - E. What are your interests?
    - F. What are your hobbies?
4. As students are conducting their interviews, they place the responses in the attached matrix.
5. When the students have completed their interviews, have them compare the professions various levels of training, education, and how they spend their free time. Are there any similarities? Is there a pattern?

Name: ______________________

Job Inventory Interview Information

	Person 1	Person 2	Person 3
Occupation			
Question 1			
Question 2			
Question 3			
Question 4			
Question 5			
Question 6			
Question 7			
Question 8			
Question 9			
Question 10			
Question 11			
Question 12			
Question 13			

TITLE: JOB LAY - OFF, TERMINATED, FIRED

PROGRAM: Educable Mentally Impaired (EMI)

SUBJECT MATTER: Language Arts\Social Studies

PURPOSE:

1. For the students to identify the factors that influence job success, advancement, and mobility. (Career Development)
2. To be able to distinguish reasons for behavior. (Personal Management)

PRIMARY ACTIVITY:

1. Students compose a class definition of the following words:

    A. Job Lay-Off
    B. Terminated
    C. Fired

2. Students look up words in the dictionary, comparing their definition to the dictionary's.
3. Discuss the reasons why an employee might be fired. These may include:

    A. Being habitually late
    B. Not calling in when sick
    C. Taking too many breaks
    D. Lying to an employer
    E. Stealing from the job
    F. Works too slow
    G. Consistently sloppy work
    H. Too many absent days
    I. Cannot get along with co-workers
    J. Gets mad when given criticism
    K. Does not follow directions
    L. Does not dress neatly for the job

4. Ask the students to think of the qualities they would be looking for in people if they were the boss. Which of the listed characteristics do they feel they possess? (Note: If students are having a difficult time thinking of characteristics, have them think of the positive version of A-L listed above).

VARIATION:

Hearing Impaired

1. Students will use a dictionary to find the phonetic spelling and definitions of the following words: Terminated, Criticism, Employer.
2. Make bulletin board display of the qualities you think you should have for a job.

TITLE: JOB SUCCESS SKILLS

PROGRAM: Learning Disabled (LD)

SUBJECT MATTER: All subjects

PURPOSE:

1. For the students to gain an understanding of work related roles and settings. (Career Development)
2. To demonstrate the utilization of basic academic skills in increasing occupational proficiency. (Personal Management)

PRIMARY ACTIVITY:

1. Students prepare a chart (see attached matrix) in which they list jobs that they have considered pursuing.
2. Have student list the ways in which math, science, social studies, and reading are used in each profession.
3. Students role play using arithmetic skills in work situations:
    - A waitress figuring a customer's check
    - A grocery store stock person stamping prices on canned goods
    - A service station attendant making change
4. Students practice using reading skills in work situations:
    - A nurse's aide reading patient's names on food tray
    - A warehouse helper reading labels on boxes and shelves
    - A factory workers reading safety precaution signs over machinery
5. Develop a list of signs and labels that might be encountered on the job, such as:

    - Close Door
    - Authorized Personal Only
    - Staff Entrance
    - Danger!

6. Make signs into a bulletin board or mobile to hang in the room.
7. Discuss how skills such as following directions, getting along well with others, and not wasting time can be developed in school. Emphasize the importance of these skills in relation to job success.

VARIATION:

1. Students may want to name three occupations in which they are interested and discuss with the teacher how these three occupations are or are not related.

Name: ______________________

Job Success Skills

	Math	Social Studies	Science	Reading
List of occupations				

TITLE: LEISURE ROLES

PROGRAM: Hearing Impaired (HI)

SUBJECT MATTER: All subjects

PURPOSE:

1. For the students to understand the relationship between leisure roles and life style. (Personal Management)
2. To be able to compare and contrast. (Academic)

PRIMARY ACTIVITY:

1. Students will interview at least five adults and determine:
    - A. What the person's occupation is.
    - B. What activities they do during their leisure time.
    - C. What their household responsibilities are.
2. Have students hypothesize about what kinds of income brackets determine particular leisure activities or does income make any difference? If so, how much?
3. Chart the individual and/or class results (See attached Matrix):

Job(s) in house	Leisure Activities	Desired Activities
Teacher	Gardening, Biking, Camping	Sailing, Fishing
Lawyer	Photography, Tennis	Horseback Riding
Doctor	Sailing, Fishing	Painting

4. Students may ask why the individual does not want to do a particular leisure time activity or may draw his/her own conclusions. (Example: The doctor probably can afford to take up painting, why doesn't he/she? May not have the talent, time, etc.)

VARIATION:

Visually Impaired

1. Students can graph the results using a Braille writer and paper.

Physically and Otherwise Health Impaired

1. Cite which leisure time activities are difficult or not easily possible for a physically handicapped person because of their limitations.
2. List and discuss the activities which the students enjoy doing and how they compensate for their disability.

Name: ____________________

Leisure Roles

	Occupation	Leisure Activities	Desired Activities	Responsibility in the home
Adult 1 Name:				
Adult 2 Name:				
Adult 3 Name:				
Adult 4 Name:				
Adult 5 Name:				

TITLE: LEISURE TIME CHOICES

PROGRAM: Educable Mentally Impaired (EMI)

SUBJECT MATTER: All Subjects

PURPOSE:

1. For the students to gain an understanding of the various types of leisure activities. (Personal Management)
2. To learn how to rank activities according to their cost, time required, and facilities required. (Academic)

PRIMARY ACTIVITY:

1. Have students develop a list of four leisure activities they enjoy doing or would like to learn how to do.
2. Each student is to investigate and find out if and where their community offers these services. Students may use sources such as the local newspaper, brochures, telephone book, and city Parks and Recreation office to see where these activities are available.
3. Students contact (telephone, written, in person) agency, organization, or business to determine cost, dates and time involved, and required equipment for the activities.
4. Students complete the attached matrix, comparing cost, time and facilities required based on the information they found out in # 3.
5. Students tally the cost, time, and facilities for each sport or activity. Have each student identify which is most time consuming, most expensive, least expensive, etc.
6. Discuss the drawback and advantages of each activity. What types of people would be able to participate in the activities (based on cost and time required)? What are some of the advantages and disadvantages of each activity?

VARIATION:

Emotionally Impaired

1. Have visitors or representatives from various leisure time activities or training centers visit the classroom to display or discuss options in selecting an activity.

Name: ______________________

Leisure Time Choices

	Activity 1	Activity 2	Activity 3	Activity 4
List of required equipment				
Estimated cost of listed equipment				
Required facility (rink, court, etc.)				
Estimated cost of renting facility				
Estimated cost of coach, pro, etc.				
Average time per week				

	Activity 1	Activity 2	Activity 3	Activity 4
Total Cost (facilities, equipment, coaches, etc.)				
Average time spent per week				

TITLE: LET ME TRY

PROGRAM: Physically and Otherwise Health Impaired (POHI)

SUBJECT MATTER: Language Arts\Essential Speaking & Listening Skills

PURPOSE:

1. For the students to recognize similarities and differences between interests and values. (Personal Management)
2. To learn that there are positive and negatives aspects to every situation. (Personal Management)

PRIMARY ACTIVITY:

1. Have students list 3 activities they like and 3 activities they dislike.
2. For each like and dislike, the students write a short paragraph explaining their reasons for each.
3. Have students identify if it is the process of each activity that they like or dislike, or if it is the final outcome that they like or dislike.
4. Based off of individual students' lists, compose a class list of likes and dislikes. For the activities that are listed under both "likes" and "dislikes" have each student read their paragraph explaining their feelings about the activity.
5. Discuss the importance of allowing people to be individuals and permitting them to do what they enjoy. Discuss how tastes change as people change.
6. Have students identify one "dislike" from their individual list or the class list that it is the process that they do not enjoy, not the final outcome. For example, they may enjoy a clean room but dislike cleaning it.
7. Ask each student to draw up an alternative process plan. Example: Instead of cleaning their room once every week when it is really messy, clean it every evening before they go to bed. The outcome is the same, the process is what has changed.

TITLE: LISTENING

PROGRAM: Learning Disabled (LD)

SUBJECT MATTER: Language Arts\Social Studies

PURPOSE:

1. For the students to identify experiences which utilize interpersonal skills. (Personal Management)
2. To improve both verbal and non-verbal communication skills. (Personal Management)

PRIMARY ACTIVITY:

1. Have students define and give examples of verbal and non-verbal communication.
2. Have the students compose a list of situations when verbal and non-verbal communication is important (i.e. emergency, interview, giving directions).
3. Ask the students to observe how other people use non-verbal communication. Ask them to pay attention to what the person is doing with their hands, arms, and face. Observations could take place at home, school, or mall.
4. Show a video on interviewing skills. After the video, discuss how good interviewing skills (communication skills) can help in everyday life.
5. Students discuss ways to improve their communication skills. Goals that they may want to set for themselves might be:
    - A. Listen to what the person is asking.
    - B. Reply to the question.
    - C. State the information I know about a given topic.
    - D. Ask the person to explain or restate the question if I do not understand it.
    - E. Tell the person what it is I need from them.
6. Students role play various situations when communication is important (a job interview, 9-1-1 call, asking for or giving directions.)

VARIATION:

1. Role play emergency situation. Depict the importance of clearly communicating a message, such as:
    - A. Calling police for break in
    - B. Calling ambulance for accident

Hearing Impaired

1. List non-verbal ways of communicating and what each "gesture" usually means:
    - A. Shoulder shrug
    - B. Finger pointing
    - C. Frown
    - D. Smile
    - E. Loud voice
    - F. Posture
    - G. Where one sits or stands in relation to another person.

TITLE: LOCATION OF WORK

PROGRAM: Physically and Otherwise Health Impaired (POHI)

SUBJECT MATTER: Language Arts\Science\Social Studies

PURPOSE:

1. For students to recognize the difference of various work settings. (Career Development)
2. To learn about working conditions. (Career Development)

PRIMARY ACTIVITY:

1. Students identify five different occupations on a piece of paper.
2. Students identify the general work environment for each occupation. For example, if the work is done indoors or outdoors, whether bad weather would interfere with work, if the place of work will be noisy or quiet, in what kind of surroundings the work is done, whether the work is done with many people in a room, whether the worker works alone, or whether the worker is closely supervised (see attached matrix).
3. Students describe one or several working conditions mentioned that appeal to them the most and explain why.
4. Students make a collage of the qualities they find attractive in a work setting from magazines and newspapers. For example, students cut out pictures of various tools, plants, computers, and furniture they would like to find in their ideal job setting.
5. Have students list the possible safety hazards in different jobs. For example, hot grills and grease, handling bleach and cleaning solvents in a laundry, or moving machinery in a factory assembly line. Also, list safety precautions that may be effective.

VARIATION:

1. Students can dramatize the difference between close up supervision, occasional supervision, and limited supervision. Talk about the amount of supervision which they work best under and why.

---

1. Take a field trip to an industry in the community. Students fill out an observation sheet noting various working conditions. Examples:
    - A. Name of occupation?
    - B. Date observed?
    - C. Worker works inside or outside?
    - D. Is his/her work dangerous? How?
    - E. Worker works alone or with others?
    - F. The surroundings are noisy or quiet?
    - G. The temperature of the factory is too hot, too cool, or comfortable?
    - H. The worker stands up, sits down, bends, stoops, walks, etc.?
    - I. Does the worker produce services or goods?
2. While on the field trip, look for the fire escape routes, alarm systems, planned procedures for evacuation. Discuss.

Name: ____________________

Location of Work

	Indoors?	Outside ?	Affectd by weather?	Noisy?	Quiet?	Work as a team?	Work alone?	Close super-vision?	Loose super-vision?	Work hours	Time Travel	Perks	Skills required
Job 1													
Job 2													
Job 3													
Job 4													
Job 5													

TITLE: MAKING INTRODUCTIONS

PROGRAM: Visually Impaired (VI)

SUBJECT MATTER: Language Arts\Social Studies\Physical Education

PURPOSE:

1. For the students to identify experiences which utilize interpersonal skills. (Personal Management)
2. To be able to make introductions. (Teamwork)

PRIMARY ACTIVITY:

1. Discuss with students the role first impressions play. Examine the question: Can an introduction influence impressions?
2. Practice, without gestures, introducing each other to a fictitious third party.
3. Demonstrate and practice extending arm at elbow for hand shake. Include facing towards person being spoken to.
4. Combine #2 and #3 above. Step forward to introduce self and each other.

VARIATION:

1. On field trip, have students introduce themselves or each other. Teacher may begin with a blanket introduction.

TITLE: ME

PROGRAM: Trainable Mentally Impaired (TMI)

SUBJECT MATTER: Language Arts/Physical Education/Art

PURPOSE:

1. For the students to recognize similarities and differences between physical, intellectual, and emotional characteristics. (Personal Management)

PRIMARY ACTIVITY:

1. Discuss the various ways a person can be described. Discuss meanings of:
   - A. Appearance
   - B. Personality
   - C. Abilities
   - D. Interests
2. Ask the students if they had to be described by only one of the characteristics, which would they choose and why? What are some of the disadvantages of only having one aspect of your personality described?
3. Make a "Me" mobile of pictures from magazines that depict:
   - A. Appearance
   - B. Personality
   - C. Abilities
   - D. Interests
   - E. Thinks I like to do
   - F. Hobbies
   - G. Favorite school activities
   - H. Home responsibilities
4. After the "Me" mobile is completed, ask the students to make another collage for someone else (a family member, friend, or peer). Remind the students to include all aspects of the person's personality in the collage.
5. Compare the two mobiles. What are the similarities and what are the differences?

VARIATION:

1. Orally describe a favorite television program and include points A,B,C, and D about the main character.

TITLE: MEETING PEOPLE

PROGRAM: Physically and Otherwise Health Impaired (POHI)

SUBJECT MATTER: Language Arts/Social Studies/Physical Education

PURPOSE:

1. For the students to establish goals to direct self development. (Career Development)
2. To gain the self-confidence to initiate conversations. (Personal Management)

PRIMARY ACTIVITY:

1. Demonstrate to the class how to make a proper introduction. Discuss the importance of knowing how to do so.
2. Students choose a partner and practice introducing their partner to the class.
3. Have the students identify one activity or organization they would like to know more information about.
   Example:
   - A. Hours that the library is open
   - B. Cost of a dance class
   - C. Cost of a pizza with pepperoni and green peppers
4. Students prepare a script of the information they feel they will need to provide and the questions they need to ask in order to obtain the desired information.
5. Students practice the phone conversations with their partner.
6. When students feel comfortable practicing with their partner, have them role play the conversation with you. Give any suggestions for improvement.
7. After students have practiced more, have them follow through and call their "real" information source.
8. Students write a short paragraph immediately after their conversation as to how they felt it went and what they would like to do differently next time.

VARIATION:

1. Have a "task" of the day involving initiating conversations with others. In order to complete the "tasks", students must ask someone throughout the day for one of the following:
   - A. A pencil
   - B. A pen
   - C. The time
   - D. Directions
2. After each task, have students write a short reactionary paper, what they want to improve, and what they feel went well.
3. Have students identify a goal they would like to achieve but feel uncomfortable accomplishing.
4. As students gain more confidence through their "task" of the day, have them formulate a plan to accomplish their goal.

TITLE: MY BIRTHDAY

PROGRAM: Trainable Mentally Impaired (TMI)

SUBJECT MATTER: Language Arts

PURPOSE:

1. To learn to recognize first and last name, address, birthday, and telephone number. (Personal Management)

PRIMARY ACTIVITY:

1. Ask students to write their address, telephone number, and birthdate on an index card. For the students who have difficulty writing, ask them to orally report the information to you.
2. Students place their index cards into a large pile.
3. Students, one at a time, come up to the front of the class and read a card aloud.
4. Students identify and retrieve their card when it is read aloud.
5. Based off the information on the index card, have the students write their telephone number, birthdate, and address on individual pieces of paper.
6. Cut out large cardboard figures of a person, a house, a birthday cake, and telephone. Glue a bent paper clip or similar hook at the bottom of each figure so students can hang cards containing their personal information (name, address, birth date, and phone number) on the appropriate figure.

VARIATION:

1. Students create a collage from newspapers and magazines that provides information about their address, phone number, and birthdate.

   Examples:
   - A. Letters to spell their name
   - B. Numbers for their address and phone number
   - C. Pictures of the season in which their birthday occurs.

TITLE: MY FAMILY

PROGRAM: Physically and Otherwise Health Impaired (POHI)

SUBJECT MATTER: Language Arts\Social Studies

PURPOSE:

1. For the students to identify the factors that influence a person's family role. (Personal Management)
2. To compare and contrast the family roles of the following: himself\herself, mother, father, grandparents. (Teamwork)

PRIMARY ACTIVITY:

1. Have students draw a rough diagram of their house including the different rooms of the house. Details of the inside of the house are much more important than the outside. Have each student put their family members in the room that they spend the most time in. Students label what the person is usually doing in the room.

   Example:
   - Mom- in the garage - working in her workshop
   - Dad- in the kitchen - trying out new recipes
   - Brother- in the basement - practicing with his band

2. Discuss "getting along" with your family. Discuss some of the typical problems that arise in families and brainstorm different ways to solve or avoid them.
3. Students list what their responsibilities are in their home and contrast these with the responsibilities of their parents and grandparents.
4. Discuss what would happen if a family member went on strike for a day. What tasks would not be completed, or would have to be completed by someone else? What would happened if two members went on strike together?
5. Set up a panel discussion with volunteer parents of students in class. The question will be: Family responsibility - Is each person doing their fair share? Teacher will serve as moderator and purpose of discussion will be to have both sides appreciate the responsibilities of the other.

TITLE: MY FAVORITE AGE

PROGRAM: Hearing Impaired (HI)

SUBJECT MATTER: Language Arts\Essential Speaking, Listening Skills\Art

PURPOSE:

1. For the students to recognize similarities and differences between physical, intellectual, and emotional characteristics. (Teamwork)
2. To develop a positive self image. (Personal Management)

PRIMARY ACTIVITY:

1. Make a small mural of magazine pictures and drawings which are divided into age groups and labeled: baby, toddler, kindergarten, up to the present day and the future.
2. Have students cut pictures or words out of magazines of what might represent their physical ability at each age.
3. Students describe their favorite age and give the reasons why.
4. Discuss the progress each student has made since a toddler and what each student has done to get where they are today.
5. Have students individually list their goals for the future. Have each student identify the steps they feel they need to obtain in order to reach their goal.

VARIATION:

1. Have students interview other students or teachers as to their interests at various ages.
2. Have student ask the following questions:
    - A. Why do you like that activity?
    - B. How did you get where you are today?
    - C. What suggestions do you have for people starting out?
    - D. What would you do differently if you had the chance to do it all over again?

TITLE: OBSERVING BEHAVIOR

PROGRAM: Visually Impaired (VI)

SUBJECT MATTER: Language Arts/Science/Essential Speaking & Listening Skills

PURPOSE:

1. For the students to recognize the settings and experiences that provide knowledge of self and others. (Teamwork)
2. To be able to observe and gather information using effective learning skills. (Academic)

PRIMARY ACTIVITY:

1. Have students define "observation." Discuss ways of observing without seeing, such as tone of voice.
2. Describe two people you like and why. Describe two people you dislike and why.
3. Discuss modes of observation used in #2 above. Are those modes different than those used by the sighted? What misconceptions are arrived at (by sighted people) as a result?

VARIATION:

Educable Mentally Impaired

1. Watch a TV show. List difference in behavior between the "good guys" and the "bad guys". Discuss reasons.

Learning Disabled

1. From a teacher generated set of pictures of people "on the job", students create a list of statements that would give positive reinforcement to the worker.

Trainable Mentally Impaired

1. Identify a list of words that makes a person feel encouraged to get a job done.

TITLE: OCCUPATION

PROGRAM: Trainable Mentally Impaired (TMI)

SUBJECT MATTER: Language Arts

PURPOSE:

1. For the students to understand the definition of "occupation". (Career Development)
2. To increase spelling skills. (Academic)

PRIMARY ACTIVITY:

1. Place the word "occupation" on the chalkboard. Talk about the definition of the word.
2. Have the class try to make other words from the word "occupation".

Examples:

A. Pat
B. On
C. Cup
D. Can
E. Cat
F. Tap
G. No
H. Nap

3. Ask students to find out the geographic location of their mother's and/or father's work place.
4. Have each student place a paper flag marker on a large community map to indicate the location of their parent's job.
5. Create a class list of geographic locations and occupations (see attached handout).

VARIATION:

1. Arrange a field trip to visit parents on the job site.
2. When the class returns, discuss the responsibilities of that job and some of the terminology that would be used in that profession.
3. Create a list of terms that each job would use and assign as the spelling words for the week.

Name: ______________________

Occupation

Student's name	Parent's name	Occupation	Location of Job

TITLE: REAL ME

PROGRAM: Hearing Impaired (HI)

SUBJECT MATTER: Language Arts\Social Studies

PURPOSE:

1. For the students gain a better understanding of who they are. (Personal Management)
2. To be able to compare and contrast. (Academic)

PRIMARY ACTIVITY:

1. Have a discussion of different feelings people have about what is important.
2. Make a series of small drawings that makes up "The Real Me Book". The students depict their current life style and priorities. Each "Chapter" is a different aspect of that person's life.

    Chapter titles:
    A. Personal Traits
    B. Personal Interests
    C. Values
    D. Strengths
    E. Weaknesses

    If students feel uncomfortable drawing, have them cut out pictures from magazines and newspapers that would be suitable for each chapter.
3. Compare books.

VARIATION:

1. Discuss how home, school, family, friends, and community determine or influence individual's feelings about what is important.

TITLE: SCHOOL AND JOBS

PROGRAM: Learning Disabled (LD)

SUBJECT MATTER: All Subjects

PURPOSE:

1. **For the students to recognize that self-development is the result of the interaction between personal characteristics (e.g., interests and values) and their environment. (Personal Management)**
2. To relate school-learned skills to every day life. (Career Development)

PRIMARY ACTIVITY:

1. Have the students explore occupations that they are interested in:
    - A. Have students list the occupations that they would like to pursue.
    - B. For each occupation, students list which of the following subjects would help them: Math, Science, Reading, Art, Shop, English, Drama, Social Studies, and others.
    - C. For each of the subjects that students feel is applicable to their occupation have students list two skills that they are in the process of learning that will help them develop into an effective worker (see attached matrix).
2. Have each student set up an appointment to see a person who performs one of the occupations the student desires to pursue.
3. Have students interview the given person during school time with a parent chaperon. Students find out what skills are required by that profession.

VARIATION:

1. Interview homemakers and/or Life Management Education teachers. From the interview, list school subjects necessary to everyday living situations. (Example: Shopping, bills, cooking, building, etc.)

Emotionally Impaired

1. Students choose a person in the occupational field that they are interested in pursuing and find out how school work helped them in their job.

Name: ______________________

School and Jobs

	Skill	Skill
Occupation:		
Occupation:		
Occupation:		
Occupation:		
Occupation:		
Occupation:		
Occupation:		

TITLE: SELF APPRAISAL

PROGRAM: Hearing Impaired (HI)

SUBJECT MATTER: Language Arts\Social Studies\Health

PURPOSE:

1. For the students to identify the factors that affect job success, advancement, and mobility. (Career Development)
2. To be able to identify factors that affect job performance (responsibility, interpersonal relations, and appearance). (Teamwork)

PRIMARY ACTIVITY:

1. On the attached worksheet, have students list the characteristics they feel they possess (i.e. patient, good listener, likes to talk).
2. View videos or movies on how to obtain a job and/or ways to increase job performance. (Note: If you are interested in obtaining videos for loan on these topics, call the Michigan Center for Career and Technical Education at 1-800-292-1606). As the students watch the video, have them fill in the attached worksheet, listing the characteristics they feel an employer is looking for in an employee.
3. Discuss the vocabulary used in the video. Create a vocabulary list of the words, including their definition and phonetic spelling.

   Example:

   - resume
   - objectives
   - confidence
   - patience
   - references
   - job performance
   - loyalty
   - sincerity

4. Compare the lists. What qualities do they have that employers look for? What characteristics do they have that are not desired by employers?
5. Discuss why and how people get promoted. What are some of their personal traits that would assist in getting them promoted?

VARIATION:

1. Discuss which traits would lead to job success.
2. Write a personal resume, mentioning your outstanding qualities.

Visually Impaired

1. Record personal resume.

Name: ______________________

Self Appraisal

Personal Characteristics	Characteristics Employers Seek

TITLE: SHARING AND WORKING TOGETHER

PROGRAM: Hearing Impaired (HI)

SUBJECT MATTER: Language Arts\Social Studies\Art

PURPOSE:

1. For the students to identify experiences which utilize interpersonal skills. (Personal Management)
2. To experience a group sharing activity. (Teamwork)

PRIMARY ACTIVITY:

1. Define "interpersonal skills". Compose a class list of various interpersonal skills.
2. Divide class into small groups.
3. Instruct students to make a collage of people sharing and working together.
4. Give one pair of scissors, paste, and construction paper to each group. Place magazines in convenient location for all to see.
5. Allow students to work out own problems of sharing and dividing words.
6. After the collages have been completed, lead a discussion focused on these questions:
   - A. Did you experience any difficulty in sharing?
   - B. Why is it important to know how to share and cooperate in a group?

VARIATION:

1. Have students list and discuss interpersonal skills they used during school that day.

TITLE: SILHOUETTE

PROGRAM: Trainable Mentally Impaired (TMI)

SUBJECT MATTER: Language astrophysical Education\Art

PURPOSE:

1. For the students to recognize similarities and differences between physical, intellectual, and emotional characteristics. (Teamwork)
2. To understand the meaning of "like" and "unlike". (Personal Management)

PRIMARY ACTIVITY:

1. Working in pairs, students trace each other's full length silhouette on large butcher paper. (If students are unable to do this, ask for adult volunteers to come in and assist in tracing each student.)
2. Students cut out of a magazine different facial features and paste on the face of the silhouette: eye, nose, mouth. (Teacher assistance may be needed to choose large enough features and paste in appropriate places.)
3. Students look in the mirror and determine their hair color and color the silhouette accordingly.
4. Identify physical activities (i.e. walking, running, talking) and have the students locate pictures from magazines to paste on hands and feet of silhouette.
5. Hold a discussion about "thinking skills." Suggest or give examples of skills: Write/know name, can count to ten/ know telephone number.
6. Have students find pictures of their skills and paste in head of silhouette.

VARIATION:

1. Students look at what individuals are wearing and draw on the silhouette.
2. Emphasize body parts: How many arms? Where are your knees? How many legs? Where are our shoulders?

Educable Mentally Impaired:

1. Students make a collage of magazine pictures of various physical characteristics of people.

TITLE: SUCCESS AND FAILURE

PROGRAM: Trainable Mentally Impaired (TMI)

SUBJECT MATTER: Language Arts\Social Studies\Health

PURPOSE:

1. For the students to identify the factors that affect job success, advancement, and mobility. (Career Development)
2. To be able to identify the factors that influence success and failure. (Teamwork)

PRIMARY ACTIVITY:

1. In a classroom discussion, students discuss and give examples of factors that lead to accomplishing a specific goal.

   Examples:
   A. Excellent Health
   B. Proper training
   C. Taking the time to do it right
   D. Correct tools to do the job
   E. Spirit of "I can do it!"
   F. Try and try again
   G. Accurate work
   H. Follow directions
   I. Attention to detail
   J. Enthusiasm

2. In classroom discussion, students discuss and give examples of factors that lead to failure.

   Examples:
   A. Hurrying, not taking your time
   B. Negative attitude
   C. Being afraid
   D. Does not have proper tools or equipment
   E. Skips steps, does not follow directions
   F. Does not have the right kind of information or training
   G. Being sloppy or messy in doing things
   H. Feeling like "I don't care if I do it or not"
   I. Giving up, too hard to do
   J. Does not ask for help

VARIATION:

1. Students make a bulletin board of factors that might lead to success and failure.

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1. Students write an ad to describe their best points to an employer.

TITLE: TALKING

PROGRAM: Physically and Otherwise Health Impaired (POHI)

SUBJECT MATTER: Language Arts\Essential Speaking & Listening Skills\Social Studies

PURPOSE:

1. For students to acquire information about occupations (e.g., major duties, entry requirements, income, working conditions, and job market). (Career Development)
2. To identify occupations that require the ability to communicate. (Career Development)

PRIMARY ACTIVITY:

1. Have students identify, as a class, the occupations which require good interpersonal skills as well as those which do not require a lot of contact with other people.

   Example:

   Has to talk to people
   - Teacher
   - Salesperson
   - Clergy

   Does not have to talk to a lot of people
   - Artist
   - Computer programmer
   - Lab technician

2. From the master list, each student chooses two occupations to investigate further, one from each list.
3. Students research information on their chosen careers, including the major duties, entry requirements, income, working conditions, and the current job market.
4. Students share their individual findings with the rest of the class.
5. Did any of the students have any misconceptions about what the jobs entail?

VARIATION:

1. Students interview two people and ask:
   A. What do they do on the job?
   B. How did they acquire the ability to be articulate?

TITLE: TELEPHONE

PROGRAM: Trainable Mentally Impaired (TMI)

SUBJECT MATTER: Language Arts\Social Studies

PURPOSE:

1. For the students to acquire listening, responding, and initiating skills. (Personal Management)
2. To be able to use a telephone. (Personal Management)

PRIMARY ACTIVITY:

1. Have students learn their home telephone numbers, if they have not already done so.
2. Bring extra or old telephones into the classroom. Have students practice dialing their home telephone number.
3. Students arrange a time when they know someone is home and have them call their house from the office.
4. Ask students discuss how they felt the telephone call went and what went well. What did they wish would have gone better?
5. Discuss how to reach information, or assistance.
6. Role play dialing 0 and ask operator for assistance.
7. Role play dialing information and asking for a number.
8. Role play dialing 9-1-1 and reporting an emergency situation.

VARIATION:

1. Telephone a classmate.
2. Dial for weather information.
3. Dial, asking for the time.
4. Visit the telephone company.

Learning Disabled

1. Role play using the yellow pages of a telephone directory to identify the kinds of jobs that may exist in a community.

Visually Impaired

1. Practice dialing various number combinations correctly.

TITLE: THREE QUESTIONS

PROGRAM: Emotionally Impaired (EI)

SUBJECT MATTER: Language Arts\Essential Speaking & Listening Skills

PURPOSE:

1. For the students to identify experiences which utilize interpersonal skills. (Personal Management)
2. To know how to communicate effectively. (Career Development)

PRIMARY ACTIVITY:

1. Role play:
   A. Consumer/producer situation using the given situations. Answer the three questions:

      1. What would you do?
      2. What would you say?
      3. How would you say it?

         a. You can't get your new mini bike started.
         b. You bought a hamburger, you begin to eat it, and it smells funny.
         c. Your new shirt no longer fits after the first washing.

VARIATION:

1. Practice the three questions with the use of a disconnected telephone.

Learning Disabled

1. Make a mobile of rules to remember for effective communication.

TITLE: TWENTY QUESTIONS

PROGRAM: Learning Disabled (LD)

SUBJECT MATTER: Language Arts

PURPOSE:

1. For the students to recognize similarities and differences between physical, intellectual, and emotional characteristics. (Teamwork)
2. To be able to identify personal information for employment purposes. (Career Development)

PRIMARY ACTIVITY:

1. Explain that there is certain personal information that each student should know about themselves. This information will be needed when they apply for a job, a loan, a credit card, a charge account, etc.
2. Play the game "Twenty Questions." Have items typed on slips of paper, put slips into a box and pass them out. Have students see how many of these questions they can read and answer without referring to anything.

   Sample questions:

   A. Social Security number
   B. Martial status
   C. School
   D. Address
   E. Birthdate
   F. Military status
   G. Citizenship
   H. Last job
   I. Father's name
   J. Mother's name
   K. Phone number
   L. Birthplace
   M. City and State
   N. County
   O. Dependents
   P. Former employer

3. Discuss what a birth certificate is and how to get a copy of one if you do not already have one.
4. Have a representative from the State Employment Agency speak to the students about work permits. Ask the representative to discuss who should get work permits, what kinds of jobs are not covered by these regulations, and how to apply for the permit.

TITLE: USING THE LIBRARY

PROGRAM: Physically and Otherwise Health Impaired (POHI)

SUBJECT MATTER: Language Arts/Library Skills/Science

PURPOSE:

1. For the students to recognize their self concept can be the result of physical growth and/or maturation. (Personal Management).
2. To be able to use a card catalog, Reader's Guide, or computer to find information sources. (Academic)

PRIMARY ACTIVITY:

1. In the classroom, have students list the various uses of the library.
2. Invite the librarian come to your classroom and discuss the use of the Dewey Decimal System and how to use to the card catalog (either actual cards or on the computer).
3. Assign students various things they need to find in the library. Questions should be fact oriented:

   Examples:

   - How big is a football field?
   - What is the capital of Romania?
   - Who was the 12th President of the United States?

4. Schedule class to go to the library and make sure each student understands how to look for information prior to going.
5. At the library, have students copy the name of each source telling where they found the information and the call number.
6. Encourage each student to check a book out (either fiction or non-fiction) from the library.
7. Follow up with a discussion of the visit. What problems arose? What was most convenient?

VARIATION:

Hearing Impaired

1. Visit a city library. Apply for a library card.

TITLE: VALUES CHANGE

PROGRAM: Educable Mentally Impaired (EI, LD)

SUBJECT MATTER: Language Arts

PURPOSE:

1. For the students to recognize similarities and differences between interests and values. (Teamwork)
2. To be able to identify their current wants and needs as well as anticipating those for the future. (Career Development)

PRIMARY ACTIVITY:

1. Discuss the meaning of values. Use examples students can relate to.
2. Students individually complete the attached worksheet:

    What I thought was important to me when I was six years old:
    1. My pets
    2. Playing ball with my dad
    3. Staying up late
    4. Watching what I wanted to on TV

    What I think is important to me now
    1. Looking nice
    2. Having people like me
    3. Own a car
    4. Good grades in school

    What I think will be important to me in the future
    1. Having a good job
    2. Taking care of my family
    3. Paying my bills on time

3. As a class, compose a class list of values in the past, present, and future.
4. Discuss the similarities and differences of the class's values. Which objects or people did they value the most?
5. Discuss the importance of respecting each other's differences and similarities.

VARIATION:

1. Students ask their grandparents what they currently value.
2. Students ask their parents what they currently value.
3. Compare the two lists.

Name: ______________________

Values Change

List the things or people that you viewed as important during various stages of your life. Also, try to predict what you will value in your future.

What I thought was important to me when I was six year old:

What is important to me now:

What I think will be important to me in the future:

TITLE: WHAT'S IMPORTANT TO US

PROGRAM: Physically and Otherwise Health Impaired (POHI)

SUBJECT MATTER: Language Arts/Reading/Social Studies

PURPOSE:

1. For the students to recognize that self-development is the result of interaction between the personal characteristics (e.g., interests and beliefs) and their own environment. (Personal Development)
2. To be able to alphabetize. (Academic)

PRIMARY ACTIVITY:

1. Teacher reads aloud from the list on the board or give students a sheet with the following instructions:
    - A. Below is a list of 18 statements arranged in alphabetical order. Arrange them in order of their importance as guiding principles in one's life (see attached work sheet).
    - B. Study the list carefully. Place a 1 next to the statement which is most important to you, place a 2 next to the second most important, etc.
    - C. The statement which is least important, relative to the others, should be ranked 18.

2. Statements

_____ A comfortable life (a prosperous life)
_____ Equality (brotherhood, equal opportunity for all)
_____ An exciting life (a stimulating, active life)
_____ Family security (taking care of loved ones)
_____ Happiness
_____ Inner harmony (freedom from inner conflict)
_____ Mature love (sexual and spiritual intimacy)
_____ National security (protection from attack)
_____ Salvation
_____ Self respect
_____ Sense of accomplishment (making a lasting contribution)
_____ Social recognition (respect, admiration)
_____ True friendship (close companionship)
_____ Wisdom (a mature understanding of life)
_____ World at peace (freedom from war and conflict)
_____ World of beauty (beauty of nature and the arts)

3. After the rankings, a discussion and tally of the results may be planned to see how much similarity and/or diversity is there.

Name: ______________________

What's Important to Us

_____ A comfortable financial life (Having enough money to do what you want to do)

_____ Equality (To be treated like everyone else)

_____ An exciting life (To go places, meet people, and do things that are unusual)

_____ Family security (taking care of loved ones)

_____ Happiness

_____ Inner harmony (Being at peace with yourself)

_____ Love (To love others as well as being loved)

_____ National security (Protection from attack)

_____ Religion

_____ Self respect

_____ Sense of accomplishment (Knowing you completed something worthwhile)

_____ Social recognition (Respect and admiration from others)

_____ True friendship (close companionship)

_____ Wisdom (a mature understanding of life)

_____ World at peace (freedom from war and conflict)

_____ World of beauty (beauty of nature and the arts)

TITLE: WHAT IF?

PROGRAM: Emotionally Impaired (EI)

SUBJECT MATTER: All Subjects

PURPOSE:

1. For the students to identify factors that influence decision making. (Personal Management)
2. To practice oral and written communication. (Personal Management)

PRIMARY ACTIVITY:

1. Read the following statements to the student(s) and have them respond orally or in writing:

   What if:

   A. Every time you turned on your lights at home the water would run?
   B. The television automatically shut off at 8:00 p.m.?
   C. You came home and found an elephant in your back yard?
   D. All the floors at school were covered with rocks?
   E. Candy tasted like salt?
   F. All shoes were green?
   G. Birds could bark?
   H. You had to go to school 12 hours a day?
   I. Horses could fly?
   J. Every time you turned on the radio it rained?
   K. Every time you opened your mouth, nice things came out?
   L. You came to school and found out there would never be school again?

2. Students cite the reasons for their responses.
3. Discuss how people go about making a decision. What factors did the students consider when making their decisions?